

C. Schools Report
1904-05

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1904/05

THIRTY-FOURTH ANNUAL REPORT

—OF THE—

PUBLIC SCHOOLS

—OF THE PROVINCE OF—

BRITISH COLUMBIA,

1904-1905.

BY THE SUPERINTENDENT OF EDUCATION.

WITH APPENDICES.



THE GOVERNMENT OF
THE PROVINCE OF BRITISH COLUMBIA

PRINTED BY
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VICTORIA, B. C. :

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1905.

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1904/05

PUBLIC SCHOOLS REPORT.

1904-1905.

*To His Honour the Honourable Sir HENRI GUSTAVE JOLY DE LOTBINIÈRE, K.C.M.G.,
Lieutenant-Governor of the Province of British Columbia.*

MAY IT PLEASE YOUR HONOUR:

I beg herewith respectfully to present the Thirty-fourth Annual Report on the Public Schools of the Province.

FRED'K J. FULTON,

Minister of Education.

November, 1905.

PART I.

GENERAL REPORT.

REPORT OF THE SUPERINTENDENT OF EDUCATION.

1904-1905.

EDUCATION OFFICE,

VICTORIA, B. C., November, 1905.

*To the Honourable Frederick J. Fulton, K. C.,
Minister of Education.*

SIR,—I beg to submit the thirty-fourth Annual Report of the Public Schools of British Columbia for the school-year ending June 30th, 1905.

The total enrolment in all the schools was 27,354, an increase of 1,567 over that of the previous year. The number of boys was 14,104, and of girls 13,250. The grand total days' attendance made by all the pupils enrolled was 3,695,122, an increase of 210,795. The average actual daily attendance was 18,859, an increase of 1,798. The percentage of regular attendance was 68.94, the highest since the introduction of the present school system in 1872.

HIGH SCHOOLS.

The enrolment in the High Schools during the year was 1,090. Of this number 433 were boys and 657 were girls.

The number of divisions, the total enrolment, the total actual daily attendance, and the percentage of regular attendance in each High School are shown in the following table:—

High Schools.	No. of Divisions.	Total Enrolment.	Actual Daily Attendance.	Percentage of Regular Attendance.
Chilliwack	1	29	23.50	81.03
Cumberland	1	26	21.54	82.84
Grand Forks	1	26	18.23	70.11
Kamloops	1	27	21.28	78.81
Nanaimo	3	72	54.77	76.06
Nelson	2	39	27.64	70.87
New Westminster	3	104	61.36	59.00
Revelstoke	1	26	20.01	76.96
Rossland	1	30	20.04	66.80
*Vancouver	11	415	326.16	78.59
Vernon	1	28	17.69	63.17
†Victoria	8	268	209.60	78.20

* Is affiliated to McGill University, in so far as regards the work of the first and second years in Arts.

† Is affiliated to McGill University, in so far as regards the work of the first year in Arts.

The reports of the principals of the High Schools in Vancouver and Victoria follow :—

VANCOUVER.

“VANCOUVER, B. C., October 25th, 1905.

“*Alexander Robinson, Esq.,*
“*Superintendent of Education.*

“SIR,—I beg to submit my report of the Vancouver High School and College for the academic year 1904-5.

“The statistical returns, which appear in Part II. of the Public Schools Report, will show that the grand total enrolment for the institution is 415, a gain of 57, or of nearly 16 per cent. over that of the year 1903-4, and indicative, thus, of very satisfactory numerical growth. These returns will show, further, that, taken by sexes, this enrolment is made up of 171 males and 244 females, which is, by percentage, about 41 and 59 ; while this percentage for 1903-4 was 37 and 63, and for 1902-3 was 36 and 64. The tendency thus indicated is an interesting and, in some respects, a gratifying one ; but, taken by Divisions, the statistics will reveal these two regrettable facts : that, on the one hand, the percentage of males in 1903-4 for the Preliminary, or lowest, Division, was 43, while in the second year of the course, the Junior of 1904-5, it falls to 32 ; and that, on the other hand, the percentage of females, which for the Matriculation Division of 1903-4 was 64, is only 47 for the University Divisions of 1904-5, the last two years of our work ; that, in other words, there is a serious loss of males at an early stage, and a still more serious one of females in the advanced stages of the course.

“It is not merely numerically that the former loss is the less serious of the two, for the ‘dropping out’ of males is at least not on the increase, while in the case of females it undoubtedly is. Further, though it is most regrettable that a young man should handicap himself for his life’s work by failing to take advantage of such scholastic opportunities as are open to him, the failure, in his case, is a more purely personal matter at least than it is, in most instances, for a young woman, since, as things are now and seem likely to be, her work is of the character of a public trust, that of teaching the children of the community. Instead, therefore, of resting content with a Second Class, because it is a ‘life,’ Certificate, it would (to take no higher ground) be politic on her part to make every effort to disarm public criticism and inspire public confidence by giving proof that she possesses the worthy ambition, the determination, the energy, and the ability which are implied in a successful effort to secure the highest certificate obtainable. Then, if successful, she should receive fitting recognition from Government and from School Boards, who have salaries and teaching-positions in their control, and who would find it in the interests of education to establish a principle of differentiation in such cases.

“In addition to the general statistical returns which were submitted to you at the close of the academic year, it would seem not improper to set down here the statistics of the various Departmental and University Examinations at which our students presented themselves as candidates. In all there appeared 179 candidates, of whom 117, or 65.3 per cent., were successful. By Divisions the results are :—Junior, 88 candidates, with 63, or 71.5 per cent., successful ; Matriculation, 64 candidates, with 40, or 62.5 per cent., successful ; University First Year, 21 candidates, with 10, or 47.6 per cent., successful ; University Second Year, 6 candidates, with 4, or 66.6 per cent., successful. The only comment I allow myself on these figures is that the low percentage of passes in the University First Year is mainly due to the perfunctory work done by most of the young women of the class—a fact mentioned here because it is so clearly in line with what I have complained of in the two preceding paragraphs ; but it would be unjust not to state, on the other hand, that three of the four passes in the University Second Year were made by the young women of that class. Of individual distinctions, I would record here the success of Mr. Israel Rubinowitz, of our University First Year Class of 1901, and of Mr. Thomas Price, of our University Second Year Class of 1903, who are this year’s winners of the Rhodes and of the Flumerfelt Scholarships, respectively. Lastly, there should be noted, as encouraging alike to the institution and to the local interest in University education, the success of our ex-students (now numbering some 15 in Arts alone) at Eastern Universities in winning scholarships and in taking their share of high places on the pass-lists of their respective years.

“On the whole, then, in spite of the disappointing features I have referred to—and they will be righted, or will in time right themselves—the general outlook is one of promise for the institution. Commodious quarters, growth in number of students and, therewith, proportionate increase of staff (Mr. T. A. Brough, B.A., Queen’s, a High School teacher of wide and successful experience, was added at the New Year, making the 11th member), the steadily increasing desire on the part of many of the boys and of the more ambitious of the girls to take a University course, and the recent conforming of the Departmental Junior Curriculum, on the sides of Languages and Science particularly, to the elementary needs of such students—it is encouraging to work under these conditions. Then, too, the newly instituted Commercial Course, for which our Board has provided a good equipment, may fairly be expected to be of great advantage to a certain type of student, the student who was obliged, or at least felt himself obliged, to leave school at an early stage, when only a smattering of certain subjects was possible, but who now, it is hoped, will, at any rate, have had the benefit of a complete training and an examination upon a definite course. The introduction of Drawing, too, as a High School subject, has much to commend it: the ordinary student, who is seeking only a general education, will find the subject useful; and to the prospective teacher and the student of Applied Science it is well-nigh indispensable; but an exception is perhaps advisable in the case of the student who is preparing for a purely scholastic career or for the ‘learned professions,’ where the aim should rather be high excellence in a comparatively limited number of subjects. It would seem, further, that, in the interests of continuity of teaching, this subject should, after the present year, be relegated to the first year of the High School course, and should be ‘written off’ at the end of that year. This review of conditions generally and of the Departmental Curriculum particularly may be brought to a close by the suggestion that Intermediate Grade requirements be made to meet fully those of University Matriculation. It is only in Greek and German that they are not recognised as equivalents; and the needed increase would be the less burdensome now that the preparation in these subjects is no longer confined to a single academic year.

“I have, etc.,

“J. C. SHAW, *Principal.*”

VICTORIA.

“VICTORIA, B. C., November 20th, 1905.

“Alexander Robinson, Esq.,

“Superintendent of Education.

“SIR,—I have the honour to submit the following report on the condition and progress of the Victoria College and High School for the year 1904-05.

“Owing to increase in the number of pupils a new teacher, Mr. Langdon, was appointed, and entered on his duties in August, 1904. There are, therefore, now eight teachers on the staff of the High School.

“The work of the term has been fairly satisfactory. In the University Class (First Year, Arts), there were seven regular students, taking all subjects, and two partial students, taking Mathematics, English and Physics. Of the seven regular students three passed, two were conditioned in one subject, and two in two subjects. There was no failure. Both the partial students not only passed in the subjects studied by them, but each distinguished himself in mathematics. In the Sessional Examinations, in competition with all the undergraduates of the First Year in McGill University, one of them, Gill, was bracketed first in algebra, bracketed second in trigonometry, and was first in geometry; the other, Whyte, while taking first class in algebra and geometry, was bracketed first in trigonometry. These were not the only students of this school who distinguished themselves in the Sessional Examinations, for our undergraduates were well represented in the first and second classes of the other subjects of their study.

“In the Matriculation Class, about 40 % passed, and a large proportion of the others failed in one subject only, notably French. One of our matriculants, Miss Kathleen Cockrell, passed second of the candidates for matriculation in the June Examination, making an average of 84 % in all subjects. As a result of that examination Miss Cockrell won an exhibition of \$200, and is now in residence in the Royal Victoria College. In addition to that exhibition, she is entitled to one of \$50 a year presented by the McGill Society of British Columbia to the leading matriculant of the Province.

"In the Junior Grade Departmental Examination nearly 70 % of the pupils who presented themselves, passed. The three who stood highest on the Victoria list also obtained the highest marks in the whole examination.

"It is satisfactory to note, in evidence of the growing popularity of the higher divisions of the school, that fourteen students are now enrolled as undergraduates of the First Year in Arts, while the Matriculation Class numbers thirty-nine, as compared with nine and thirty-two, respectively, last year, the number of pupils entitled to enter these classes being not greater in 1905 than in 1904.

"The provisions for a Commercial Course contained in the Course of Study, 1905, have been duly noted, and effect will be given to them at an early date. That course is very complete, and while providing for the technical instruction required in a commercial career, it supplies a good general education in English, mathematics, history, etc. I may be permitted to suggest, however, that a modern language might be included in the list of subjects for the Commercial Course, at least as an option, and that, in the latter case, a paper on the language prescribed or chosen might be set, and the result recorded on the candidate's commercial diploma.

"Very great success attended a Course of Lectures given at the High School last autumn. These lectures, on scientific and literary subjects, were given gratuitously by gentlemen thoroughly conversant with their respective subjects, to whom not only the High School but also their audiences owe a debt of gratitude. The High School, by the kind assistance of these gentlemen, was thus enabled to provide instructive entertainment to pupils, parents, and the public generally, while the admission fees provided a very handsome addition to the library and equipment of the science department.

"I have, etc.,

"EDWARD B. PAUL,

"*Principal.*"

GRADED SCHOOLS.

—0—

A graded school consists of at least two divisions having as its teaching staff a Principal and at least one assistant. The total enrolment in these schools was 18,336, an increase for the year of 1,368. The actual daily attendance was 13,283, an increase of 1,497. The number of boys enrolled was 9,544, of girls 8,792. The percentage of regular attendance of the graded schools of Victoria was 78.77; of Nanaimo, 71.03; of New Westminster, 69.03; and of Vancouver, 76.78.

The following table gives the names of the several Graded Schools, the number of divisions in each, the total enrolment, the actual daily attendance, and the percentage of regular attendance:—

Schools.	Number of Divisions.	Total Enrolment.	Actual Daily Attendance.	Percentage of Regular Attendance.
Armstrong	3	147	95.05	64.66
Burnaby, West.....	2	93	66.69	71.70
Cedar Hill	2	69	47.45	68.76
Chilliwack	3	187	109.08	58.33
" South	2	60	41.85	69.75
Cranbrook	5	304	172.14	56.62
Cumberland	5	302	217.22	71.92
Duncan	2	72	45.39	63.04
Enderby	2	132	78.69	59.61
Esquimalt	3	163	105.54	64.68
Extension	2	82	56.02	68.31
Fernie	5	338	188.48	55.76
" (Coal Creek).....	2	121	78.65	65.00
Golden	3	123	80.54	65.48
Grand Forks	6	284	220.13	77.51
Greenwood	2	106	55.51	52.36
Harewood	2	72	42.69	59.29
Junction	2	75	47.49	63.32
Kamloops	5	309	195.63	63.31
Kaslo	3	125	97.04	77.63
Kelowna	2	112	74.33	66.36
Ladner	4	170	125.45	73.79
Ladysmith	10	649	471.30	72.61
Maple Ridge	2	76	48.47	63.77
Michel	2	118	58.17	49.29
Mission	2	88	52.58	59.75
Moyie	2	99	53.87	54.41
Nanaimo:				
Central	10	607	463.31	76.32
Middle Ward	4	265	188.64	71.18
South Ward	2	127	83.33	65.61
Nelson	9	467	336.44	72.04
New Denver	2	61	43.25	70.90
New Westminster:				
Boys'	8	396	295.89	74.72
Girls'	9	465	336.78	72.42
Sapperton	3	131	87.90	67.10
Westside	4	156	99.68	63.89
North Arm	2	69	48.00	69.56
Northfield	2	74	41.53	56.12
Phoenix	2	137	68.63	50.09
Revelstoke	8	401	303.28	75.63
Rossland	10	573	411.73	71.85
Sandon	1	45	20.44	45.42

Schools.	Number of Divisions.	Total Enrolment.	Actual Daily Attendance.	Percentage of Regular Attendance.
Sea Island	2	87	55.89	64.24
Slocan	2	78	53.08	68.05
Tolmie	3	129	89.99	69.76
Trail	3	154	95.54	62.03
Vancouver :				
Central	12	711	546.70	76.89
Dawson	22	1265	946.52	74.82
Fairview	9	536	426.16	79.50
" West	3	170	134.67	79.21
Model	2	129	97.16	75.31
Mount Pleasant	17	1038	793.79	76.47
Roberts	9	501	388.55	77.55
Seymour	9	519	410.85	79.16
Strathcona	17	1049	757.25	72.18
Vancouver, East	2	92	54.26	58.97
" South	2	131	79.59	60.75
Vernon	5	248	179.45	72.36
Victoria :				
Boys'	12	596	493.62	82.82
Girls'	10	513	410.85	80.08
Hillside	3	136	96.77	71.15
Kingston Street	3	167	127.65	76.42
North Ward	10	490	383.06	78.17
Rock Bay	2	81	60.36	74.51
South Park	8	407	340.59	83.68
Spring Ridge	4	201	165.89	82.52
West	6	273	217.46	79.65
Wellington	3	94	66.50	70.74

COMMON SCHOOLS.

—0—

The total enrolment in these schools for the year was 7,928. Of these 4,127 were boys and 3,801 were girls. In the following list of common schools the names in italics are "assisted schools":—

Abbotsford,	Cedar, North,	<i>Galena,</i>
<i>Aberdeen,</i>	Cedar, South,	Galiano,
Agassiz,	Chase River,	<i>Galiano, South,</i>
Ainsworth,	Cheam,	<i>Ganges,</i>
Alberni,	Chemainus,	Gill,
Alberni, New,	Chemainus Landing,	<i>Glenemma,</i>
Aldergrove,	Chilliwack, East,	<i>Glenora,</i>
Aldergrove, South,	Clayton,	Glenvalley,
Alert Bay,	Clinton,	<i>Glenwood,</i>
Alexandria,	Cloverdale,	Goldstream,
Anaconda,	<i>Coldwater,</i>	Gordon Head,
Anarchist Mountain,	Colwood,	Grand Prairie,
Anniedale,	<i>Comaplix.</i>	Grantham,
Arrowhead,	<i>Commonage,</i>	Gulfside,
Ashcroft,	Comox,	Hall's Prairie,
Atchelitz,	Courtenay,	Hammond,
<i>Athalmer,</i>	Cowichan	Haney,
Atlin,	<i>Craigellachie,</i>	Haney, East,
Barnet,	Craigflower,	Harrison Hot Springs,
<i>Barnston Island,</i>	Creston,	Harrison River,
<i>Beaton,</i>	Crofton,	Hatzic,
Beaver,	<i>Cultus Lake,</i>	Hatzic Prairie,
Beaver Creek,	Deadwood,	Hedley,
<i>Beaver Mouth,</i>	Deep Creek,	<i>Hope,</i>
Beaver Point,	Delta,	<i>Hope Station,</i>
Bella Coola,	Denman Island,	Hornby,
<i>Bella Coola, Lower,</i>	Departure Bay,	<i>Horse Creek,</i>
Belmont,	<i>Discovery,</i>	Howe Sound,
<i>Berlin,</i>	<i>Dolan Corners,</i>	Hume,
<i>Black Mountain,</i>	<i>Douglas,</i>	Huntingdon,
Blue Springs,	Ducks,	<i>Illecillewaet,</i>
<i>Boundary Bay,</i>	<i>Duhamel,</i>	<i>Isabella Point,</i>
Boundary Falls,	<i>Dunach,</i>	<i>Jaffray,</i>
<i>Bowen Island,</i>	<i>Dunach, South,</i>	<i>Jubilee,</i>
Brownsville,	Eburne,	<i>Keefers,</i>
Burgoyne Bay,	Eholt,	Kensington,
Burnaby,	Elk Lake,	<i>Kensington, East,</i>
Burton,	<i>Elko,</i>	Keremeos,
Cache Creek,	English,	<i>Kettle River, North,</i>
Cadboro,	Essington,	Kimberley,
<i>Camborne,</i>	Fairfield,	Lac la Hache,
Campbell Creek,	Fairview,	<i>Lac la Hache, North,</i>
<i>Campbell Creek, South,</i>	<i>Ferguson,</i>	Lake,
Camp Slough,	Ferndale,	Langley,
Canoe Creek,	Field,	Langley, East,
<i>Cape Scott,</i>	Fort Steele,	Langley Prairie,
Cascade,	<i>Foster's Bar,</i>	Lansdowne,
Cedar, East,	Gabriola, South,	<i>Lazo,</i>

Lillooet,
 Lillooet, South,
 Lochiel,
 Lotbinière,
 Lulu,
 Lumby,
 Lund,
Lynn Valley,
 Lytton,
Lytton, North,
Mabel Lake,
 Majuba Hill,
 Malahat,
 Malcolm Island,
 Maple Bay,
 Mara,
Marysville,
 Matsqui,
 Mayne Island,
 Metchosin,
Metlakatla,
 Midway,
 Minto,
Monte Creek,
 Moodyville,
 Morrissey,
 Morris Valley,
 Mountain,
 Mount Lehman,
 Mount Sicker,
 Mud Bay,
 Nakusp,
 Nanaimo Bay,
 Nanaimo, North,
 Nanaimo, South,
Nickel Plate,
 Nicola,
 Nicola, Lower,
Nicomén,
Nicomén, North,
 North Bend,
 North Thompson,
 North Thompson, West,
 Notch Hill,
 Oak Bay,
 Okanagan,

Okanagan Falls,
Okanagan Landing,
 Okanagan Mission,
 Okanagan, South,
 Otter,
 Otter Lake,
 Oyster, North,
Pachelqua,
 Parksville,
Pavilion,
 Peachland,
 Pender,
Penticton,
Poplar,
 Port Kells,
 Port Moody,
 Prairie,
 Princeton,
 Prospect,
 Quamichan,
 Quesnel,
Retreat Cove,
Rock Creek,
Rock Mountain,
Rosebery,
 Rosedale,
 Round Prairie,
Ryan,
 Saanich, North,
 Saanich, South,
 Saanich, West,
Sahltam,
Saint Elmo,
 Salmo,
 Salmon Arm, East,
 Salmon Arm, West,
 Sandwich,
 Savona,
Scott Road,
 Shawnigan,
 Shuswap,
Shuswap Falls,
 Sidney,
Silver Creek,
 Silverdale,

Silverton,
 Similkameen,
 Simpson,
 Somenos,
 Sooke,
 Sooke, East,
 Southfield,
 Spallumcheen,
Spence's Bridge,
 Spring Brook,
 Spuzzum,
 Squamish,
 Stave River,
 Strawberry Vale,
Stuart Lake,
 Sumas,
 Sumas, South,
 Sumas, Upper,
 Summerland,
 Sunbury,
 Surrey Centre,
Tappen Siding,
Three Forks,
Tobacco Plains,
 Trent,
 Trout Lake,
 Tynehead,
 Union Bay,
Valdez Island,
 Van Anda,
 Vancouver, North,
 Vancouver, West,
 Vesuvius,
 Vesuvius, North,
 Wardner,
Webster's Corners,
Westbank,
 Westham,
 Whonnock,
 Williams Lake,
Wilmer,
 Windermere,
Winlaw,
 Yale,
 Ymir.

The total number of teachers and monitors employed was 663, an increase of 39. Of this number 34 were employed in the High Schools, 343 in the Graded Schools, and 286 in the Common Schools. The percentage of average daily attendance throughout the Province was 68.94.

The expenditure for education proper during the year was :—

Teachers' Salaries	\$216,218 10
Incidental Expenses	16,690 50
Per Capita Grant to Cities	163,169 37
Grant to High Schools	9,500 00
Education Office	8,638 78
Inspection of Schools	10,389 83
Normal School	5,598 89
Education of Deaf and Dumb	3,739 70
	<hr/>
	\$433,945 17
Less Fees for Teachers' Examination	940 00
	<hr/>
	\$433,005 17

The cost of construction of new school-houses, furniture, repairs, and improvements generally to school property for the year was \$46,153.13. The total cost to the Provincial Government for all purposes of education during 1904-05 :—

Education Proper	\$433,005 17
Department of Lands and Works	46,153 13
	<hr/>
	\$479,158 30

In addition to this amount the incorporated cities spent the following sums over and above the per capita grants received from the Treasury :—

CITIES OF THE FIRST CLASS.

Vancouver	\$157,678 06
Victoria	37,566 04

CITIES OF THE SECOND CLASS.

Ladysmith	\$ 2,584 63
Nanaimo	5,163 58
Nelson	7,696 71
New Westminster	10,558 50
Rossland	6,159 25

CITIES OF THE THIRD CLASS.

Cumberland	\$ 905 60
Fernie	1,511 10
Grand Forks	4,787 43
Greenwood	2,050 14
Kamloops	1,989 24
Kaslo	1,518 57
Phoenix	416 85
Revelstoke	4,705 94
Sandon	616 35
Slocan	626 35
Trail	1,036 01
Vernon	2,321 12
	<hr/>
	\$249,891 47

Amount expended by Provincial Government 479,158 30

Grand total cost of education \$729,049 77

The grand total cost of education for the year 1903-04 was \$597,764.32.

The cost to the Government of Education Proper in the several Electoral Districts was:—

Alberni	\$ 7,864 55
Atlin	2,350 00
Cariboo	2,794 00
Chilliwack	17,778 00
Columbia	6,735 25
Comox	12,638 20
Cowichan	9,211 95
Cranbrook	8,702 90
Delta	23,932 12
Dewdney	15,185 40
Esquimalt	5,864 30
Fernie	8,420 40
Grand Forks	7,521 75
Greenwood	4,707 65
(The) Islands	7,967 78
Kamloops	14,838 65
Kaslo	4,802 93
Lillooet	3,794 39
Nanaimo City	12,828 52
Nelson City	5,826 68
Newcastle	17,908 82
New Westminster City	13,871 84
Okanagan	21,895 16
Revelstoke	8,910 65
Richmond	16,101 10
Rossland City	6,896 10
Saanich	10,553 75
Similkameen	6,100 00
Skeena	3,540 50
Slocan	6,312 50
Vancouver City	58,700 94
Victoria City	34,681 54
Yale	10,834 30
Ymir	5,505 35
	<hr/>
	\$405,577 97

The following table shows the cost of each pupil on enrolment and on average daily attendance during the past ten years:—

Year.	Cost of each pupil on enrolment.	Cost of each pupil on average actual daily attendance.
1895-96	\$14 17	\$22 14
1896-97	13 97	22 08
1897-98	14 03	22 40
1898-99	14 00	21 83
1899-1900	13 29	21 29
1900-01	13 22	20 67
1901-02	15 29	23 48
1902-03	16 20	24 27
1903-04	16 07	24 28
1904-05	15 82	22 95

The gradual growth of the schools, as well as the cost of maintaining the same, is fully shown by the record of attendance and expenditure given in the following exhibit:—

COMPARATIVE STATEMENT OF ATTENDANCE AND COST OF PUBLIC SCHOOLS FROM
1872-73 TO 1904-05.

Year.	Number of School Districts.	Aggregate enrolment.	Average actual daily attendance.	Percentage of attendance.	Expenditure for education proper.
1872-73	25	1,028	575	55.93	\$36,763 77
1873-74	37	1,245	767	61.60	35,287 59
1874-75	41	1,403	863	61.51	34,822 28
1875-76	41	1,685	984	58.39	44,506 11
1876-77	42	1,998	1,260	63.06	47,129 63
1877-78	45	2,198	1,395.50	63.49	43,334 01
1878-79	45	2,301	1,315 90	57.19	* 22,110 70
1879-80	47	2,462	1,293.93	52.56	47,006 10
1880-81	48	2,571	1,366.86	53.16	46,960 69
1881-82	50	2,653	1,358.68	51.21	49,268 63
1882-83	59	2,693	1,383.00	51.36	50,850 63
1883-84	67	3,420	1,808.60	52.88	66,654 15
1884-85	76	4,027	2,089.74	51.89	71,151 52
1885-86	86	4,471	2,481.48	55.50	79,527 56
1886-87	95	5,345	2,873.38	53.75	88,521 08
1887-88	104	6,372	3,093.46	48.54	99,902 04
1888-89	109	6,796	3,681.14	54.16	108,190 59
1889-90	123	8,042	4,333.90	53.89	122,984 83
1890-91	141	9,260	5,134.91	55.45	136,901 73
1891-92	154	10,773	6,227.10	57.80	160,627 80
1892-93	169	11,496	7,111.40	61.85	190,558 33
1893-94	178	12,613	7,785.50	61.72	169,050 18
1894-95	183	13,482	8,610.31	63.86	189,037 25
1895-96	193	14,469	9,254.25	64.00	204,930 32
1896-97	199	15,798	9,999.61	63.29	220,810 38
1897-98	213	17,648	11,055.65	62.64	247,756 37
1898-99	224	19,185	12,304.32	64.13	268,653 46
1899-1900	231	21,531	13,438.41	62.41	284,909 10
1900-01	245	23,615	15,098.28	63.93	312,187 17
1901-02	257	23,903	15,564.25	65.11	365,492 15
1902-03	268	24,499	16,357.43	66.76	397,003 46
1903-04	†252	25,787	17,060.93	66.16	414,383 43
1904-05	†248	27,354	18,859.41	68.94	433,005 17

* Half-year.

† Including only those in which a school was in operation during the year.

FINANCIAL REPORTS OF CITY SCHOOL DISTRICTS.

Cities of the First Class.

SCHOOL DISTRICT.	NAMES OF SCHOOL BUILDINGS.	SCHOOL PROPERTY.						EXPENDITURES.								
		When built.	Of what material.	Number of class-rooms in building.	Area of school grounds.	Estimated value of school furniture and apparatus.	Estimated value of school grounds.	Estimated value of school buildings.	Total estimated value.	Totals for each district.	Amount paid for teachers' salaries.	Amount paid for incidental expenses.	Amount paid for school buildings, etc.	Amount paid for furniture and repairs.	Amount paid for other purposes.	Total.
Vancouver	High (Fairview)	1904.	Stone	19	600 x 500 feet.	\$4,000	\$10,000	\$85,000	\$89,000	.....	\$79,970 90	\$2,638 20	\$96,182 48	\$6,151 49	\$31,435 93	216,379 00
	" (Old)	1892.	Brick	8	200 x 250 "	2,500	19,000	29,000	50,500	.....					
	Central	1889.	"	8	250 x 265 "	2,250	32,000	25,000	59,250	.....					
	Dawson	1892-7	"	16	450 x 264 "	4,350	27,000	55,000	86,350	.....					
	" Primary	1888	Wood	4	246 x 122 "	800	6,000	4,000	10,800	.....					
	" { 1903 }									.....					
	" Manual Training	1903.	"	1				1,000	1,000	.....					
	Strathcona	1890-7	Brick	16	400 x 264 "	4,500	26,000	53,000	83,500	.....					
	" { 1903 }		Wood	1				1,000	1,000	.....					
	Mr. Pleasant	1892-7	Brick	16	642 x 264 "	4,100	19,250	55,000	78,350	.....					
Victoria	" Man. Train.	1901.	Wood	1				1,000	1,000	.....					
	Fairview	1895.	"	8	520 x 264 "	1,750	18,300	9,500	29,450	.....					
	" { 1900 }									.....					
	" West	1904.	"	4	400 x 120 "	700	5,000	7,500	13,200	.....					
	Roberts	1900.	"	8	462 x 264 "	2,500	13,500	15,000	31,000	.....					
	Seymour	1900.	"	8	400 x 260 "	1,750	8,856	21,500	31,600	.....					
	" { 1900 }									.....					
	High (new)	1902.	Brick	10						\$576,000	57,624 00	11,143 58	.....	3,480 00	.....	72,247 58
	" (Old)	1882.	"	4						.....					
	Central, Boys	1875.	"	8	7 acres	5,700	45,000	78,000	128,700	.....					
Victoria	" Girls	1885.	"	8						.....					
	Pemberton Gymnasium	1885.	"	8						.....					
	South Park	1894.	"	8	160 x 213 feet.	1,500	5,500	30,000	37,000	.....					
	Kingston Street	1883.	Wood	3	120 x 120 "	500	2,000	2,500	5,000	.....					
	Hulside	1884.	"	3	100 x 133 "	400	1,800	3,000	5,300	.....					
	Rock Bay	1886.	"	2	120 x 120 "	300	1,800	2,500	4,600	.....					
	Spring Ridge	1887.	"	4	135 x 119 "	600	1,000	3,500	5,100	.....					
	Victoria West	1888.	"	5	1 acre	800	1,500	4,000	6,300	.....					
	North Ward	1894.	Brick	9	2 acres	1,500	7,500	30,000	39,000	.....					
	Baptist Mission (rented)	1894.	Wood	1				200	200	231,200						

Nanaimo.....	High School.....	1892-3	Wood.....	3	18,216 sq. ft.	\$ 750	\$1,400	\$ 2,600	\$ 4,750	.....	\$13,821 25	\$2,715 28	.....	\$1,448 07	\$ 7 50	\$17,992 10
	Central.....	1895.	".....	10	104,272 "	2,292	7,350	15,000	24,612	.....					
	Middle Ward.....	1887.	".....	4	29,564 "	350	3,000	5,850	8,200	.....					
	South Ward.....	1892.	".....	2	18,612 "		1,000	1,850	3,200	\$38,412						
Nelson.....	Central.....	1892.	Wood.....	7	256 x 300 feet.	1,200	10,000	10,000	21,200	.....	9,750 00	2,792 18	.....	577 63	\$ 403 58	13,523 89
	High.....	1895.	Brick and stone.....	4	256 x 300 "	1,500	4,000	10,000	15,500	.....					
New Westminster.	Central.....	1882.	Wood.....	4	Reserve of 6 acres.	7,600	20,000	40,300	67,900	.....					
	" (addition).....	1888.	".....	4						.....					
	" (new school).....	1891.	Brick.....	8						.....					
	" (addition).....	1901.	".....	4						.....					
	Westside.....	1889.	Wood.....	2	2 lots, 100 x 100 ft. ea.	800	1,250	2,450	4,500	.....					
	" (separate bldg.).....	1899.	".....	1	3 lots, 66 x 132 ft. ea.					.....					
Rossland.....	Sapperton.....	1903.	".....	2	132 ft. ea.	800	2,000	3,000	5,800	.....					
	".....	1890.	".....	4	8 city lots.....					.....					
	Central.....	1898.	Wood.....	8	926 x 300 feet.	1,300	5,000	10,000	16,300	.....	9,930 00	2,801 97	.....	323 38	.....	13,055 35
	Kootenay Avenue.....	1896.	".....	2	180 x 216 "	300	2,400	3,000	5,700	.....					
	Cook Avenue.....	1901.	".....	8	200 x 285 "	650	5,500	10,000	16,150	.....					

Cities of the Third Class.

Cumberland.....	Central.....	1898.	stone.	8	2.3 acres.....	\$1,200	\$2,800	\$9,000	\$13,000	\$13,000	\$5,090 00	\$ 175 00	.....	\$128 80	\$ 420 00	\$5,813 80
	Central.....	1900.	Wood and.....	6	260 x 300 feet.	1,200	7,000	10,000	18,200	18,200	2,914 80	38 66	.....	177 10	1,074 09	4,204 65
Fernie.....	Central.....	1901.	Wood.....	6	3 acres.....	1,530	3,000	17,570	22,100	.....					
	Central.....	1901.	Brick.....	6	3 acres.....	1,530	3,000	17,570	22,100	.....					
Grand Forks.....	Old Central (one room occupied by High School).....	1899.	Wood.....	2	125 x 168 feet.	300	650	1,000	1,950	25,775						
	West Ward.....	1899.	".....	1	125 x 150 "	.....	525	1,200	1,725	.....					
	Central.....	1902.	Wood.....	2	1/2 acre.....	600	1,700	10,000	12,300	12,300	1,920 00	46 50	256 18	136 30	900 46	3,259 44
Greenwood.....	Central.....	1893.	".....	5	Block.....	1,500	3,000	5,000	9,500	9,500	5,553 15	106 92	.....	348 65	321 82	6,330 04
	Central.....	1897.	".....	3	1.66 acres.....	840	600	3,500	4,940	4,940	2,692 50	413 95	.....	252 10	270 00	3,628 55
Kamloops.....	Central.....	1901.	".....	2	90 x 100 feet.	600	700	3,300	4,600	4,600	1,800 00	142 55	.....	109 00	248 00	2,359 55
	Central.....	1902.	Brick.....	8	300 x 220 "	2,000	3,000	18,000	23,000	23,000	7,157 50	940 78	216 68	965 31	1,150 37	10,430 64
Kaslo.....	Central.....	1898.	Wood.....	1	.....	500	.....	1,200	1,700	.....					
	Central.....	1900.	Wood.....	2	100 x 50 "	410	250	4,000	4,600	4,600	815 75	17 20	.....	.....	168 50	1,001 45
Phenix.....	Central.....	1900.	Wood.....	2	240 x 110 "	450	1,300	2,500	4,250	4,250	1,462 50	219 00	.....	16 85	5 00	1,703 35
	Central.....	1900.	".....	2	1/2 acre.....	250	250	1,500	2,000	.....					
Revelstoke.....	Central.....	1896.	".....	2	1/2 acre.....	250	250	1,500	2,000	.....					
	Central.....	1897.	".....	2	1/2 acre.....	250	250	1,500	2,000	.....					
Sandon.....	Central.....	1893.	Brick.....	4	1 ".....	700	600	4,500	5,800	4,250	2,485 00	67 50	.....	.....	336 01	2,888 51
	Central.....	1903.	".....	3	2 ".....	300	1,500	10,000	11,800	17,600	4,710 00	545 93	433 65	502 44	6,192 02

INSPECTORS' REPORTS.

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INSPECTORATES Nos. 1 AND 2.

"VANCOUVER, B. C., August 1st, 1905.

"*Alexander Robinson, Esq.,*
" *Superintendent of Education, Victoria, B. C.*

"SIR,—Herewith I beg leave to submit a report on the condition of the public schools in Inspectorates Nos. 1 and 2 for the year ending June 30th, 1905 :—

"GENERAL REMARKS.

"The number of schools, the territory covered, embracing Vancouver Island and adjacent islands, the coast as far north as Port Simpson, and over fifty rural schools on the Lower Mainland, rendered it impossible for me to visit many of the schools more than once; for inspection to be efficient, and in order to secure and obtain the best results, all rural schools should be inspected at least twice a year, and some of them once every three months.

"The following shows the number and classification of the schools inspected during the year just closed :—

" City Schools—Graded,	11 ; teachers, 53.
" Rural Schools—Graded,	17 ; teachers, 39.
" Rural Schools—Ungraded,	108 ; teachers, 108.

"In the larger centres of population, where there are schools of four or more teachers, the need of frequent inspection is neither so essential nor so urgent as in the case of small schools, as in the former there is usually sufficient competition to maintain interest, and pupils are often worked at high pressure; but in the small rural school where, on account of bad weather, distance from school, irregularity of attendance, the apathy and indifference of parents, sickness and other causes, the teacher is teaching a procession for many months of the winter, and a visit from the Inspector, if it does nothing else, often aids in securing more regular attendance and encourages and stimulates both teacher and children to renewed effort. In the larger schools, again, there is the stimulus to be obtained by contact and comparison of notes with other teachers, while in the isolated rural community there are more frequently discouragements of all kinds to be encountered from the indifference and often from the active opposition and hostility of those who imagine they are dissatisfied, and the rural teacher in these circumstances has to draw on his or her own resources not only for stimulus, but also for the enthusiasm to surmount and overcome the ever-recurring difficulties and trials incident to the life of the teacher in very many of our rural schools.

"Much of the work of the Inspector in the large city schools often consists in an endeavour to moderate the pace, and in an attempt to give breadth and naturalness to much of the artificial, mechanical and routine work of the school.

"THE ISLAND RURAL SCHOOLS.

"During the past year it was part of my duty to inspect all the schools on Vancouver Island and adjacent islands, with the exception of the schools of the City of Victoria. As this has been my first inspection of these schools, with the single exception of those of the City of Nanaimo, which I examined and inspected in December, 1902, it is not competent for me to make any comparison of their present standing with that which they have heretofore enjoyed.

"For a number of years it has been a matter of common knowledge, not only to those intimately connected with the Education Department but also to others not so closely in touch, that the rural schools of the Island were, for some reason or other, much inferior to schools similarly situated on the Mainland.

"This has often been borne out by the results of the examinations for entrance to High School, and while it may be difficult to assign the exact reason for such inefficiency, yet the

records of the Education Office amply attest the fact. While the rural schools on the Island of Vancouver are in operation as regularly and apparently have as well qualified teachers at their head, yet, year after year, and examination after examination, either no pupils present themselves, or, in cases where they do, their state of preparedness is such as to result in total failure. Further, the rural graded schools, of which there are eight in number, and employing nineteen teachers, have not been even as successful as the small rural schools in preparing pupils for entrance to a High School, for at the entrance examination held in June, 1905, only six pupils from all those large schools were successful, and four of those graduated from the Esquimalt School, while from the same number of graded schools on the Lower Mainland more than twenty pupils, in itself a very small number, were successful.

"It is not my purpose to convey the idea that there are no good schools in the territory referred to. There are a few. There are two good schools at Chemainus, one on Pender Island, and one at Burgoyne Bay, Salt Spring Island, a few on the Saanich Peninsula, one in Alberni, and one in Parksville.

"In nearly every case the rural districts on Vancouver Island compare more than favourably with those of the Mainland in wealth, improvements, advancement in agriculture and in general material prosperity, so that their general standing in matters educational cannot be accounted for on the score of poverty.

"In fact, on the Lower Mainland, especially in some of the districts and municipalities on the Lower Fraser, the comparatively poor district very frequently leaves its richer and more prosperous neighbour very far behind in the general efficiency of its school. The flourishing condition of a school in a rural district, therefore, is not always a matter arising from the material prosperity of its inhabitants, at least not under the law as it stands at present.

"There are several factors which, taken together, go to make up an efficient school. Of these, first and foremost is the teacher. But the teacher is only one factor. Education, to be successfully carried on, requires the hearty and interested co-operation of the school, represented by the teacher, the home, the district, society in general, and the State. The State has done, and is doing as much, if not more, for Vancouver Island as it has done for any portion of the Province in providing school facilities and accommodation; the teachers are supposed to be as competent and as well trained as their brethren in other portions of the Province; so there remains of the factors above stated, in order to account for the inefficiency of the Island rural schools, either the apathy and indifference of parents and trustees or the laxity of the State in providing strict supervision and inspection of the work of the teachers, or a combination of both.

"SELECTION OF TEACHERS.

"The selection of teachers by the average Board of Rural School Trustees to fill the important position of instructor of youth is often nothing more than a mere lottery. They may draw a prize but they more frequently draw a blank. This would be excusable if there were no means of avoiding it. But there are means of ascertaining, and many Boards of Trustees now avail themselves of them. It is quite competent for any Board to ascertain the standing of applicants by applying to the Education Office or to any of the officials of the Department. The usual method, however, is for the Trustees to call for applications, and when these are in, a choice is often made without any knowledge of the training, qualifications or fitness of the applicant for the position to be filled, while the selection may be determined by every other consideration possible except the proper one—the fitness to fill the place. Sometimes teachers are engaged because they live in the district, sometimes through the influence of friends.

"If the same Trustees who make appointments in this hap-hazard way were making selections for positions of trust as members of firms, companies or corporations in which they were financially interested, they would be governed by entirely different considerations in their choice. Fitness for the position to be filled would then be the sole governing factor in the selection of the candidate.

"At the present time, when the supply of teachers is in excess of the demand, if proper care were exercised in making appointments, the incapables in the profession would be weeded out and their places supplied by capable men and women whose services would be invaluable in the school-room.

"UNTRAINED THIRD CLASS TEACHERS.

"An anomaly in the present law relating to the granting of certificates to teachers allows them to teach for three years on a third class certificate without Normal School training, while the teacher who spends the time to secure a life certificate must attend the Normal School. This has been a great detriment to education in the Province, and these teachers are beginning to crowd our schools to the exclusion of trained teachers. Nor are they confined wholly to teachers holding junior certificates, for we find those holding intermediate and senior papers, in order to escape attendance at the Normal School, contenting themselves with third class certificates that they may teach for a few years and then step into some more remunerative profession or business. As a general rule, those untrained teachers are unable to secure a place in our large cities, though a few of them are employed in some of the cities of the second and third classes, but our rural schools, because of the laxity of School Boards, are simply crowded with them. If to teach successfully a rural school of from twenty to thirty pupils, with its multiplicity of classes and subjects, is a tax on the ability, energy, tact and generalship of the best Normal trained teacher, where will the young, inexperienced and untrained teacher appear? They are simply helpless. They become mechanical hearers of lessons. In their work usually there is no training and no development. The time of the pupils is practically lost. They are simply 'keeping school.'

"I have, etc.,

"A. C. STEWART,

"Inspector of Schools."

"CITY SCHOOLS--INSPECTORATE No. 1.

"CUMBERLAND (five divisions).—Inspected December 9-14, 1904; enrolled, 272; present, 206. This school, on the whole, is doing very good work, and the results are very satisfactory. The fourth division is weak in both discipline and teaching power.

LADYSMITH (eight divisions).—Inspected November 21-24, 1904; enrolled, 511; present, 408. The three lower divisions are very crowded, there being from 70 to 87 pupils enrolled in each; when, however, the building at present in course of erection is completed and two new rooms added, with the school re-graded, much better work may reasonably be expected from these divisions. The pupils are kept too long in the junior grade. In this grade, also, too much emphasis is laid on the subject of arithmetic, and too little on reading and language work. The results in the higher grades are fairly satisfactory, considering the congested state of the school.

"LADYSMITH (nine divisions).—Inspected May 9th, 1905. In January, 1905, two additional teachers were appointed to the staff of the Ladysmith school, and at Easter the staff was reduced to nine members. This necessitated changing and re-changing the classes a number of times during the year, a procedure which always militates against the efficiency and progress of the school; and the result of these changes was seen in the standing of the school at the recent examination of candidates for admission to a High School.

"NANAIMO (sixteen divisions).—Enrolled, 833 pupils; present, 749. The schools of this city show very satisfactory progress during the past two years. The teaching is improving in tone and breadth. There is less of the old mechanical drill and more of that kind of teaching which tends to develop power in the pupils themselves.

"RURAL GRADED SCHOOLS—INSPECTORATE No. 1.

"CEDAR HILL (two divisions).—Inspected November 7th, 1904; enrolled, 61; present, 50. In the senior division the results were very satisfactory in all the subjects except history. The primary work, however, is not so well done. The pupils do not understand what they read. They are not taught, trained or developed; they are simply told what to do. The children are fairly accurate in the mechanical work of arithmetic, but they are painfully slow in addition.

"DUNCAN (two divisions).—Inspected October 21st, 1904; enrolled, 57; present, 44. The discipline and order in the second division were about as bad and as loose as they well could be, while the work in general was in keeping with the order. In the first division matters were much better, but still the pupils were very backward in most of the studies. This was especially true in language and arithmetic.

"Inspected May 10th, 1905. In the meantime very desirable changes were made, and the school is now in a fair way to do efficient work.

"ESQUIMALT (three divisions).—Inspected November 11th, 1904; enrolled, 152; present, 102. First division.—Both the discipline in the room and also the general discipline of the school are excellent. In all the subjects on which the pupils were examined they displayed a thorough grasp and accurate, definite knowledge. The children are trained to think and are developing power. Second division.—There is, on the whole, very good work being done in this division, but language and composition are not up to the standard of the other subjects. Third division.—In this division the capacity and ability to maintain discipline, order and system are not up to the purely teaching power. The methods and energy devoted to the work should, and no doubt would, under better government, produce much better results.

"EXTENSION (two divisions).—Enrolled, 74; present, 56. First division.—The classes in this division were promoted too rapidly in the readers by previous teachers, who left a legacy of incompetency which can neither be overcome nor overtaken in a short time. The present teacher prepares his work and is taking an interest in the welfare and progress of the school. There is a number of very bright, clever pupils in this division. Second division.—The teacher is alert and energetic. The lessons are short and to the point. There is considerable care exercised in both writing and drawing. The pupils are self-reliant and can do independent work. The reading is not expressive. This may, however, be accounted for in a measure by the fact that a large proportion of the children are of foreign extraction.

"HAREWOOD (two divisions).—Inspected, October 6th, 1904, and December 7th, 1904. enrolled, 54; present, 42. The primary department is very efficiently taught. On the occasion of the second visit the work in the first division was found to be somewhat improved.

"NORTHFIELD (two divisions).—Inspected October 7th, 1904; enrolled, 55; present, 42. The work in the primary division, with the exception of reading, is fairly well taken, but the pupils of the first division show very little progress in their studies. There is no mastery of the rudiments of any subject.

"Inspected December 7th, 1904. The result of a second inspection of this school on December 7th, 1904, showed some progress.

"TOLMIE (three divisions).—Inspected November 10th, 1904; enrolled, 111; present, 91. First division.—The children leave school at a very early age to go to work; the pupils present in the senior grade are very young; there are practically no advanced pupils; this division is fairly proficient in all the subjects except arithmetic. Second division.—This division is well taught. Third division.—The reading, while loud and distinct, is for the most part lacking in expression; writing is well taught; the children use their fingers as counters in addition; the methods employed are somewhat antiquated.

"WELLINGTON (three divisions).—Enrolled, 85; present, 66. First division.—The pupils can think, and are able to understand a subject when it is presented to them; the subject of arithmetic is fairly well taught; this division is weak in spelling, and also in oral and written expression; grammar is lacking in thoroughness, reading in expression and intelligence. Second division.—When the manual work of the pupils of this division is brought up to the standard of the intellectual, there will be few better taught divisions in the province. Third division.—Very careless work in writing. The reading is without expression or intelligence. The children of this division have never experienced or realised the luxury of trying to do their best.

"RURAL SCHOOLS.—INSPECTORATE NO. 1.

"ALEXANDRIA.—Inspected January 18th, 1905; enrolled, 43; present, 37. The classes have been advanced too rapidly in the readers. The reading is lacking in expression and intelligence. Spelling and language work generally are weak, especially in intermediate grade. There is a number of pupils in the senior grades who are unable to perform the simplest operations in arithmetic. The children, however, are not by any means dull, but, on the contrary, quite capable of grasping a subject when it is presented.

"ALBERNI, NEW.—Inspected May 4th, 1905; enrolled, 27; present, 21. The classes understand their work very well; they have been trained to think. Expression, however, both oral and written, but especially the latter, has been left pretty much to take care of itself; hence a weakness in language and composition generally. The present teacher, however, is paying some attention to this matter. The general tone of the school is good.

"ALBERNI.—Inspected May 4th, 1905; enrolled, 38; present, 31. In this school both music and military drill are receiving considerable attention, and the pupils sing well. The

classes give evidence that they have been trained to think and to understand. Composition and language work generally are a little backward, compared with the other subjects.

"BURGOYNE BAY.—Inspected September 29th, 1904; enrolled, 13; present, 9. All the subjects are well taught and the result on the whole very satisfactory.

"BEAVER POINT.—Inspected September 30th, 1904; enrolled, 13 pupils; present, 11. School-room very dirty; doors unlocked and wide open all night; there is little or no progress; school deteriorating in both work and tone.

"BEAVER CREEK.—Inspected May 5th, 1905; enrolled, 17 pupils; present, 9. This school was closed for nearly two months recently on account of sickness, and the attendance at the time of the inspection was still small. The work in language and composition was not up to the standard of the work in arithmetic.

"CHASE RIVER.—Inspected November 30th, 1904; enrolled, 21; present, 20. There are no advanced pupils in the school, but in general they know their work as far as they have gone.

"CROFTON.—Inspected October 19th, 1904; enrolled, 16; present, 8 pupils. The order and discipline are very poor. The teacher and pupils frequently carry on an animated dialogue, one contradicting the other. In a very short time the pupils will run the school. The classes are very backward in all the subjects.

"COLWOOD.—Inspected October 12th, 1904; enrolled, 19 pupils; present, 17. The results of the inspection were fairly satisfactory. The general tone of the school is good.

"COMOX.—Inspected January 9th, 1905; enrolled, 54; present, 42. The attendance is large, the classes numerous, and it is consequently difficult to overtake all the work. The subjects are very well taught, and the results, on the whole, fairly satisfactory.

"COURTENAY.—Inspected January 11th, 1905. School in very backward condition.

"CHEMAINUS LANDING.—Inspected November 25th, 1904; enrolled, 37; present, 32. This is one of the best conducted rural schools in the Inspectorate.

"COWICHAN.—Inspected November 23rd, 1904; enrolled, 30 pupils; present, 15. The pupils are very backward, the attendance of the senior pupils very irregular, and the people apparently very indifferent.

"CRAIGFLOWER.—Inspected November 9th, 1904; enrolled, 30 pupils; present, 22. The most of the senior grade pupils, while backward in arithmetic, are yet fairly proficient in composition. The spelling generally is very good, and the language work in the intermediate classes passably so. All the children write very well. The teaching in the primary grade is neither effective nor modern.

"CADBORO.—Inspected November 8th, 1904; enrolled, 11; present, 10. The pupils are not very accurate in the four fundamental rules of arithmetic. There is little or no memory work done in literature. The pupils have no definite knowledge of any period of history. Reading is well taught, as are also language, composition and spelling.

"CEDAR, NORTH.—Inspected November 30th, 1904; enrolled, 22 pupils; present, 18. The writing on copy-books is very well done. The pupils, with the exception of one boy, are backward in language and composition. The reading in all the classes is weak in word recognition and also in expression and intelligence. On the whole, the condition of the school is far from satisfactory.

"CEDAR, SOUTH.—Inspected December 1st, 1904; enrolled, 14 pupils; present, 11. The school is small, but it is well taught. It is in good standing.

"CEDAR, EAST.—Inspected December 2nd, 1904; enrolled, 18 pupils; present, 13. The spelling is good; the writing fair; arithmetic, language and composition very backward. The general condition of the school is not very satisfactory.

"CHEMAINUS.—Inspected November 25th, 1904; enrolled, 18 pupils; present, 11. On the date of visit the weather was very unfavourable and the attendance consequently small; but judging by the work of the pupils present, the school is in a fairly satisfactory condition. One of the senior pupils did remarkably good work in all the subjects.

"DENMAN ISLAND.—Inspected January 6th, 1905; enrolled, 20 pupils; present, 16. The writing on copy-books and also the drawing are fairly well done, although the general manual work, with a few exceptions, is poorly executed. The school is weak in primary reading and backward in arithmetic, grammar and analysis, and in language work generally.

"DEPARTURE BAY.—Inspected January 20th, 1905; enrolled, 18 pupils; present, 14. The writing on copy-books is carefully done, although the general manual work of the children is not up to the same standard. Grammar is very elementary. The oral and language work of the intermediate classes is simply not taught.

"ELK LAKE.—Inspected October 27th, 1904; enrolled, 34 pupils; present, 32. In this school, although the classes are not advanced, yet the pupils have a good grasp and understanding of the work covered. The young man in charge is earnest and enthusiastic in his work.

"GORDON HEAD.—Inspected November 8th, 1904; enrolled, 25; present, 20 pupils. With the exception of reading and arithmetic in the intermediate class, all the subjects, judging by the results obtained by an examination of the pupils, are well taught by the teacher, and well mastered and understood by the children.

"GLENORA.—Inspected October 20th, 1904; enrolled, 13 pupils; present, 10. There are no senior grade pupils attending the school. Both primary and intermediate work are fairly well taught. The children are all young.

"GOLDSTREAM.—Inspected October 13th, 1904; enrolled, 11 pupils; present, 10. The intermediate grade is very weak in language and composition. There was one pupil present in the senior grade. This boy showed up fairly well in some of the subjects.

"GABRIOLA, SOUTH.—Inspected October 4th, 1904; enrolled, 21 pupils; present, 18. The teaching is very lifeless and mechanical, and the pupils very backward.

"GRANTHAM.—Inspected January 10th, 1905; enrolled, 19 pupils; present, 13. The pupils are very irregular in their attendance. The teacher is very energetic, but she does too much of the work herself, and imagines that the children are doing it and progressing accordingly. The reading is clear and distinct, but lacking in expression and naturalness. The pupils answer up well and are not backward in expressing what they know and understand. Arithmetic and composition are both backward, while the manual work is not receiving the attention it requires.

"GILL.—Inspected May 5th, 1905; enrolled, 29 pupils; present, 15. The children have been fairly well trained. Their understanding is good and they can think. Good progress is being made in reading and language work generally. The writing, drawing and general manual work for the most part need more careful attention.

"GANGES.—Inspected September 29th, 1904; enrolled, 19 pupils; present, 18. The reading, so far as word recognition is concerned, is passable, but it lacks in expression, and the lessons are not understood by the children. Many of the children come late to school, and the teacher says he is powerless in the matter. There were seven pupils present when school opened at nine o'clock, while the last two of the eighteen present came straggling in at half-past ten.

"GALIANO.—Inspected September 26th, 1904; enrolled, 15 pupils; present, 15. The writing, drawing and general manual work are all of a very high standard; but the other subjects, although some of them are fairly well taught, are not up to the same high level. This is especially the case with language work and composition generally in the intermediate classes.

"GALIANO, SOUTH.—Inspected September 26th, 1904; enrolled, 3 pupils; present, 3. The results were very unsatisfactory from every point of view.

"LAKE.—Inspected October 26th, 1904; enrolled, 37; present, 33. This school is in a fairly efficient state. The discipline and general tone of the school are excellent.

"LAZO.—Inspected January 9th, 1905; enrolled, 14 pupils; present, 11. There is only one pupil in the senior grade. Reading, language, composition and writing are well taught, and the children understand what they read. Considering the time most of the pupils have attended school, they have made very good progress. This is an assisted school in a small, isolated community.

"MAPLE BAY.—Inspected October 19th, 1904; enrolled, 23 pupils; present, 21. The children acquitted themselves very well in all the subjects except arithmetic. This subject very weak. The writing and drawing are good. The pupils are very shy and diffident. The general tone of the school is excellent.

"METCHOSIN.—Inspected October 12th, 1904; enrolled, 15 pupils; present, 12. The pupils have no grasp of the rudiments or elements of any subject. They appear to be pampered and spoon-fed until they have no sense of initiative, independence or self-reliance. They seem to have no ability or capacity to think or to do things.

"MOUNT SICKER.—Inspected October 5th, 1904; enrolled, 25 pupils; present, 22. The reading is fairly expressive, and some attention is being given to the subject of composition. The majority of pupils in the senior class, however, could neither multiply nor divide correctly. The school population in this mining camp changes very frequently.

"MALAHAT.—Inspected October 17th, 1904, and May 11th, 1905. The progress made by the pupils of this school during the months from October to May has been very marked. The children are beginning to understand and enjoy their work, and are developing a power for thinking and doing.

"MAYNE ISLAND.—Inspected September 27th, 1904; enrolled, 17 pupils; present, 16. The work in history, geography and composition was very well carried forward by the previous teachers. Grammar and analysis, arithmetic and literature are all very weak, and the children very backward in these subjects. The present teacher is doing good work, and satisfactory results may reasonably be expected by the end of the present school-year.

"MINTO.—Inspected January 11th, 1905; enrolled, 25 pupils; present, 16. Language work and composition are taught with some degree of success in the lower grades. The pupils in the senior grade were promoted too soon; the results accordingly are very unsatisfactory.

"MOUNTAIN.—Inspected January 18th, 1905; enrolled, 30 pupils; present, 24. The very efficient state of this school reflects much credit on the ability and enthusiasm of the teacher.

"NANAIMO BAY.—Inspected November 29th, 1904; enrolled, 39; present, 27. The pupils for the most part are working arithmetic which they do not understand, and for which they are not prepared. The reading is lacking in expression and the pupils do not understand what they read. The work in language and composition is also very backward. The writing and drawing are fairly well taught.

"NANAIMO, NORTH.—Inspected November 28th, 1904; enrolled, 29; present, 23. When visited some months ago this school was found to be in a very poor condition, but under the present teacher considerable progress has been shown during the interval. The pupils are now alert, active and think quickly. They are also beginning to understand and to take an interest.

"NANAIMO, SOUTH.—Inspected November 28th, 1904; enrolled, 38; present, 36. The attendance in this school is very regular, and the work on the whole very satisfactory.

"OYSTER, NORTH.—Inspected December 1st, 1904; enrolled, 27; present, 17. The teacher is young, inexperienced and untrained; the discipline is lax because of lack of system and the pupils not being kept employed, hence much confusion in the school-room. There has been some good work done in this school in times past, especially in arithmetic. The writing and general manual work are very poor.

"OAK BAY.—Inspected November 9th, 1904; enrolled, 34; present, 32. There are no senior grade pupils in attendance. The primary work is fairly well done. Reading and language work generally are fairly well taught; arithmetic not so well. The boys, as a rule, are poor writers. The discipline is a little lax and the pupils are noisy.

"PROSPECT.—Inspected October 27th, 1904; enrolled, 20; present, 18. With the exception of the writing by some of the boys of the lower grades, the pupils of this school may be said to be fairly proficient in their work.

"PENDER ISLAND.—Inspected September 27th, 1904; enrolled, 25; present, 22. This school was left in excellent condition by the previous teacher. The children are well trained.

"PUNTLEDGE.—Inspected January 10th, 1905; enrolled, 48; present, 34. The intermediate grade does good work in composition. In the other subjects the classes are backward, more especially in reading. This school changed teachers several times during the past year.

"PARKSVILLE.—Inspected May 8th, 1905; enrolled, 28; present, 16. The results in written work give evidence of very careful and efficient teaching. The children are very shy and diffident, and do not do themselves justice in an oral examination.

"QUAMICHAN.—Inspected October 21st, 1904; enrolled, 33; present, 25. This is an important district with a very superior class of children. The results have proved to be better than the quality and character of the teaching appear to warrant.

"SOUTHFIELD.—Inspected November 29th, 1904; enrolled, 15; present, 12. Writing is well taught in the primary grade. The order and discipline are good. The manual work is poorly done by the elder boys. Language work and composition are very backward. Arithmetic is not understood by the pupils. There is little or no memorisation of literature.

"STRAWBERRY VALE.—Inspected October 28th, 1904; enrolled, 28; present, 22. The pupils are doing fairly good work in arithmetic, but they are very backward in language and composition.

"SAANICH, NORTH.—Inspected October 24th, 1904; enrolled, 34; present, 23. The pupils of this school, with the exception of a few in the senior grade, are very backward. They are unable to do the simplest work in either language or arithmetic.

"SAANICH, SOUTH.—Inspected October 25th, 1904: enrolled, 40; present 33. The discipline is somewhat laboured. The work in language, composition and reading is fairly well taught, and the school would rank much better than it does if the manual work and arithmetic were on a par with the other subjects. The pupils, however, are making fair progress and are fairly intelligent.

"SAANICH, WEST.—Inspected October 25th, 1904; enrolled, 26; present, 19. The senior pupils are very irregular in their attendance. The manual work and the arithmetic require stricter supervision and more intelligent attention. On the whole, the present teacher is doing fairly good work.

"SIDNEY.—Inspected October 24th, 1904; enrolled, 48; present, 40. Although a comparatively large school, the order, system and general discipline are excellent, and the results in all the subjects very satisfactory indeed.

"SAHTLAM.—Inspected October 20th, 1904; enrolled, 13; present, 10. There were two grades represented in the school, the junior and senior, and all the pupils in the latter ought to be still in the intermediate grade. These children were either promoted by the previous teacher, or they promoted themselves on the arrival of the present one. The teacher in charge is doing good work with the primary classes, but the pupils in the senior grade are beyond their depth in all the subjects of the course.

"SOMENOS.—Inspected October 20th, 1904; enrolled, 14; present, 11. The senior grade pupils are unable to do intermediate grade work in language and arithmetic. The present teacher is doing good work, especially with the younger children.

"SHAWNIGAN.—Inspected October 8th, 1904; enrolled, 19; present, 8. The small attendance was due to the prevalence of whooping-cough. Judging by the work of the few pupils present, this school is in a fairly efficient state. The pupils can do things, and they, moreover, think.

"Sooke.—Inspected October 10th, 1904; enrolled, 21; present, 12. The general manual work is very good, as is also the work on the drawing and writing books, while the map drawing is of a very high character indeed. The thought subjects are weak and will not improve much under the present teaching.

"Sooke, EAST.—Inspected October 11th, 1904; enrolled, 16; present, 8. One good feature of this school is the fact that the children have memorised and can recite well nearly all the poems in the readers. Equally good work in the other subjects may reasonably be expected by the end of the year.

"UNION BAY.—Inspected January 12th, 1905; enrolled, 38; present, 31. Lessons are merely heard, not taught. The children are ordinarily bright and intelligent, but the teaching is of very poor quality.

"VESUVIUS.—Inspected September 28th, 1904; enrolled, 27; present, 17. The discipline is lax; the teaching is loose, vague and indefinite, and the results correspondingly unsatisfactory.

"VESUVIUS, NORTH.—Inspected September 28th, 1904; enrolled, 13; present, 11. The school was neat and clean; the teacher earnest and capable; but many of the parents are apathetic and indifferent, and, as a consequence, the children are late and irregular."

"NEW WESTMINSTER CITY SCHOOLS.—INSPECTORATE No. 2.

"GIRLS' SCHOOL (nine divisions).—Perhaps the most striking feature of this school is its healthy-looking children. While this is true of all the classes in the school, it is most strikingly characteristic of the children in the higher grades. It would probably be difficult to find a more robust, rosy, healthy, handsome lot of children in any town, city or country. Miss Patterson, first assistant in the girls' school, and a very capable teacher of physical culture, has left the impress of her work on the general physique, carriage and health of those young girls. The pale, stooping, hollow-chested pupil is a rare exception. If one were to pass any adverse criticism on the work of this school as a whole, it would be to venture the opinion that there is too much written work done by the pupils; or, to put the matter in another way, that there is not sufficient contact between the minds of the teacher and children. This is to be inferred from the hesitating manner of the pupils, the scrappy answers given in response to oral questioning on any subject of the school course. The fourth division, however, is an exception. Here the answers were expressed in full, rounded sentences. The primary work for the girls' school is in a most satisfactory state. Some time ago the primary teacher for this school undertook to teach the infant classes for both schools, to the very great advantage of all concerned.

"BOYS' SCHOOL (eight divisions).—In some of the divisions of this school it is gratifying to be able to report a decided improvement in the teaching of literature and composition and a greater appreciation of literature as a study. In those divisions taught by young men without normal training and very little experience, I find that language and manual work are very backward. The trouble here is lack of attention to details and the simple elements of the various subjects. The infant classes for both the boys' and the girls' schools are now taught by the same teacher, and the primary work is in capable hands. At present the primary division is overcrowded.

"Inspected, April 3rd-14th, 1905.

"WESTSIDE (four divisions):—

"4th Division.—The teaching would be more effective if the pupils were under better control.

"3rd Division.—The work of this division is fairly efficient.

"2nd Division.—There is considerable improvement in the teaching of arithmetic. This division shows some advance over last year. There is still, however, a lack of thought on the part of the pupils.

"1st Division.—The Principal sees the necessity of toning up the work in some of the lower divisions, in order to do successful work in the first division.

"SAPPERTON (three divisions).—The primary work is very intelligently done. There has been much sickness during the winter among the younger children, and the primary teachers have been simply teaching a procession. The intermediate work is well taught. Taking everything into consideration, this school is making fair progress.

"RURAL GRADED SCHOOLS.—INSPECTORATE No. 2.

"BURNABY, WEST.—Inspected April 17th, 1905; enrolled, 89; present, 63; two divisions. In the first division there is a decided improvement in arithmetic, language and composition, and in the general understanding of the pupils. The primary work is in capable hands. The teacher takes a class in sewing and fancy-work once a week, much to the delight and satisfaction of both pupils and parents.

"LADNER (four divisions).—Inspected February 13th-17th, 1905; enrolled, 158; present, 121. This school is gradually forging to the front and bids fair to become not only the foremost school in point of numbers amongst the rural graded schools, but also one of the most efficient in the Province. Each division of the school is now doing very satisfactory work.

"SEA ISLAND (two divisions).—Inspected November 15th, 1904; enrolled, 80; present, 57. In neither of the divisions does the teaching tend to develop power in the pupils. In the senior division the teacher does too much of the work himself. In the primary department there is an improvement in the reading and language work. The results in the senior division have been unsatisfactory for some years.

"STEVESTON (two divisions).—Inspected November 14th, 1904, and June 5th, 1905; enrolled, 69; present, 47. On January 1st this became a graded school. On the whole, this school has shown a decided improvement during the past year; and I have no doubt but that success will at last crown the earnest and enthusiastic efforts of the present Trustees to make their school second to none in its class. The primary work is in capable hands.

"VANCOUVER, EAST (two divisions).—Inspected February 8th, 1905; enrolled, 67; present, 59. This school is steadily forging to the front. The people of this district evidently considered the school and the education of their children of too much importance to be stamped by the hasty and ill-advised action of the Board of Trustees of the last year.

"VANCOUVER, SOUTH (two divisions).—Inspected February 7th, 1905; enrolled, 114; present, 77. This school is now overcrowded. On the day of my visit there were many pupils absent from the primary department on account of an epidemic of colds. This school is making excellent progress.

"RURAL SCHOOLS.—INSPECTORATE No. 2

"ALERT BAY.—Inspected September 2nd, 1904; enrolled, 12; present, 12. The pupils, especially those in the higher grades, are somewhat backward in their studies. The present teacher, however, is doing fairly good work.

"ANNIE DALE.—Inspected March 9th, 1905; enrolled, 18; present, 17. The senior classes are in good shape, but the younger children are not making much progress. The teacher in charge at present is earnest and anxious to do well, but he is young, inexperienced and untrained.

"**ABERDEEN.**—Inspected March 22nd, 1905; enrolled, 33; present, 17. The general tone of the school is good. There is one very promising pupil. Most of the children in the senior grade have been advanced too rapidly in the readers. The work in composition and language generally is rather weak and uncertain.

"**ALDERGROVE.**—Inspected March 21st, 1905; enrolled, 19; present, 10. The teacher is young, inexperienced and untrained. The reading in the intermediate grade is very poor. The lessons are not understood. There are a few promising pupils in the senior grade.

"**ALDERGROVE, SOUTH.**—Inspected March 20th, 1905; enrolled, 20; present, 15. This school is gradually improving in tone and the character of the work done by the pupils.

"**BURNABY.**—Inspected February 6th, 1905; enrolled, 48; present, 31. The junior and intermediate work is very much improved; writing and language work well taught. There is no advanced work. The school shows a decided improvement.

"**BROWNSVILLE.**—Inspected February 9th, 1905; enrolled, 21; present, 19. There is some good material in the senior class. In the lower classes, however, the reading is lacking in expression, the lessons are not understood, and the classes are weak in language.

"**BOUNDARY BAY.**—Inspected February 17th, 1905; enrolled, 19; present, 14. This school continues to make fair progress. There is a number of bright, clever children. Some of the older pupils, however, are very irregular in their attendance.

"**BELMONT.**—Inspected March 17th, 1905; enrolled, 28; present, 19. The work is made easy and interesting for the younger classes; but the senior classes could stand much more advanced work in many of the subjects that they are required to do at present.

"**BEAVER.**—Inspected March 21st, 1905; enrolled, 17; present, 10. This school continues to improve. There is a very intelligent senior class.

"**BARNSTON ISLAND.**—Inspected March 28th, 1905. This school has done very good work since it was established two years ago. The attendance is regular; the children are interested in their work; while the parents co-operate and work in harmony with the teacher.

"**BOWEN ISLAND.**—Inspected April 5th, 1905; enrolled, 14; present, 13. This school has improved during the past year.

"**CLOVERDALE.**—Inspected March 10th, 1905; enrolled, 50; present, 35. This school continues to make good progress.

"**CLAYTON.**—Inspected March 14th, 1905; enrolled, 18; present, 10. Although the school is small, the work is of a very high character indeed. Language work and composition are especially well taught.

"**DELTA.**—Inspected February 16th, 1905; enrolled, 43; present, 38. The pupils of this school are beginning to show the effects of good training. With more attention given to language in the lower grades, this school can be made to rank among the best rural schools in the Inspectorate.

"**DUNACH.**—Inspected March 22nd, 1905; enrolled, 15; present, 12. There are no advanced pupils in the school. The children are fairly thorough and neat in their work.

"**DUNACH, SOUTH.**—Inspected March 30th, 1905; enrolled, 30; present, 12. This school has made very good progress during the past year.

"**DOUGLAS.**—Inspected March 20th, 1905; enrolled, 20; present, 15. This school is maintaining the reputation won some years ago. The work of this school has been very satisfactory for some time.

"**EBURNE.**—Inspected February 1st, 1905; enrolled, 29; present, 19. The work of this school is very unsatisfactory.

"**ENGLISH.**—Inspected February 3rd, 1905; enrolled, 50; present, 34. This school is making excellent progress.

"**GULFSIDE.**—Inspected February 13th, 1905; enrolled, 32; present, 23. The relations between teacher and pupils are very cordial; the general tone of the school is cheerful and happy, while the results, with the exception of reading in the lower grades, are very satisfactory.

"**GLENWOOD.**—Inspected March 15th, 1905; enrolled, 26; present, 11. No senior pupils present on date of visit. Very good work in writing and drawing. The pupils who attend regularly are making fair progress. Many of the children are very irregular in their attendance.

"**HALL'S PRAIRIE.**—Inspected March 3rd, 1905; enrolled, 28; present, 17. The reading, general language work and composition are very much improved, especially in the senior grade, but very backward in the lower grades.

"HOWE SOUND.—Inspected April 4th, 1905; enrolled, 32; present, 21. At the date of inspection the teacher had been in charge only two days. The school is backward, and there is not much hope of progress or advancement under one so young and inexperienced.

"JUBILEE.—Inspected March 29th, 1905; enrolled, 13; present, 7. There is a decided improvement in the understanding and grasp of the work covered, also in the intelligence of the pupils and their capacity and ability to do things. Spelling is a little weak.

"KENSINGTON.—Inspected March 13th, 1905; enrolled, 22; present, 13. This school has made very little progress during the past year.

"KENSINGTON, EAST.—Inspected March 13th, 1905; enrolled, 28; present, 16. This school shows some advance during the past year. The pupils have been advanced too rapidly in the readers by former teachers. More attention should be paid to language work and composition.

"LULU.—Inspected February 2nd, 1905; enrolled, 34; present, 28. This school is not as forward as it was six months ago.

"LYNN VALLEY.—Inspected February 23rd, 1905; enrolled, 13; present, 9. The general tone and discipline have improved since last visit. The teaching is not very impressive.

"LOCHIEL.—Inspected March 15th, 1905; enrolled, 20; present, 14. There is a number of very bright children in this school and much good work has been accomplished. The school is neat and clean.

"LANGLEY PRAIRIE.—Inspected March 17th, 1905; enrolled, 23; present, 10. Many of the former children have moved away and their places have been taken by recent arrivals in the Province. The school is backward as yet, but there are fairly good prospects.

"LANGLEY.—Inspected March 23rd, 1905; enrolled, 30; present, 21. There is a number of children in this district whose attendance is very irregular, and whose progress is consequently slow. A few pupils are fairly well up in their work and give evidence of careful training in some subjects. The senior class is weak in practical work.

"LUND.—Inspected September 9th, 1904; enrolled, 28; present, 17. The results were fairly satisfactory, except in arithmetic. Reading and literature are fairly well taught.

"EAST LANGLEY.—Inspected March 24th, 1905; enrolled, 20; present, 9. This school at present is in a fairly efficient condition, judging by the work of the few pupils present. The manual work is very neat; the younger children do good work in language and composition. The school is well classified and the pupils are able to do the work peculiar to their respective grades.

"MOODYVILLE.—Inspected November 18th, 1904; enrolled, 24; present, 19. The most irresponsible class of pupils I ever met is the senior grade of this school. They are, of course, irregular in their attendance, have been advanced too rapidly in the readers, and have little or no grasp or understanding of the work peculiar to their grade. The work in the lower grades is fairly satisfactory.

"MUD BAY.—Inspected March 8th, 1905; enrolled, 38; present, 27. The senior classes of this school are commencing to show evidence of progress and intelligence. There is good material.

"MOUNT LEHMAN.—Inspected March 29th, 1905; enrolled, 29; present, 17. This large and important school is losing ground every day under the present teacher. He is simply marking time.

"OTTER.—Inspected March 14th, 1905; enrolled, 38; present, 30. This school is keeping up the good work begun last year. Both parents and children are interested in the progress of the school.

"PORT KELLS.—Inspected March 9th, 1905; enrolled, 20; present, 11. This school has made considerable progress during the past year.

"PORT ESSINGTON.—Inspected August 23rd, 1904; enrolled, 31; present, 29. This school shows the result of firm, careful teaching. The pupils think and are capable of doing independent work.

"PORT SIMPSON.—Inspected August 25th, 1904. The general tone of the school and the manner and general conduct of the children are admirable.

"PRAIRIE.—Inspected March 16th, 1905; enrolled, 27; present, 22. This school has made considerable progress along all the lines during the past year.

"SUNBURY.—Inspected February 28th, 1905; enrolled, 29; present, 21. The writing, drawing and general manual work are carefully done. The written language work is well taught. The reading is lacking in expression. Most of the children are of Scandinavian origin

"SURREY CENTRE.—Inspected March 2nd, 1905 ; enrolled, 27 ; present, 20. This school shows a decided improvement in tone, discipline and general intelligence since the present teacher took charge.

"SCOTT ROAD.—Inspected March 8th, 1905 ; enrolled, 22 ; present, 13. This is an assisted school, established at the commencement of the present school year. For the time the school has been in operation the children have made very fair progress. The penmanship of the little folk in this school is worthy of special mention. There is a number of very bright children.

"SPRING BROOK.—Inspected March 16th, 1905 ; enrolled, 15 ; present, 12. The subjects are well taught, and the school is making good progress.

"SQUAMISH.—Inspected May 22nd, 1905 ; enrolled, 18 ; present, 14. When this school was visited the regular teacher was ill and the school in charge of a substitute. There were no pupils present in the senior grade. There has been some good work done in this school during the past year. Reading and writing require more attention, especially the former.

"TYNEHEAD.—Inspected March 10th, 1905 ; enrolled, 31 ; present, 17. There is a senior class of 5 pupils who are doing good, intelligent work. The reading in the lower grades is lacking in expression, while the language and general manual work of the younger children requires more attention and cultivation.

"TRENANT.—Inspected February 15th, 1905 ; enrolled, 27 ; present, 23. This school is very backward.

"VANCOUVER, NORTH.—Inspected November 1st, 1904 ; enrolled, 45 ; present, 38. This school is making fair progress. Spelling is weak.

"VANCOUVER, WEST.—Inspected September 19th, 1904 ; enrolled, 41 ; present, 34. The work done in this school is, on the whole, fairly intelligent. Reading and literature are well taught. This school is increasing rapidly, and there are many new pupils who have lately come into the district.

"VALDEZ ISLAND.—Inspected September 6th, 1904 ; enrolled, 13 ; present, 12. There is no advanced work being done. The children are intelligent ; the reading, spelling and arithmetic are fairly well taught, and the results, on the whole, fairly satisfactory.

"VAN ANDA.—Inspected September 8th, 1904 ; enrolled, 42 ; present, 36. The present teacher has rightly diagnosed the great weakness of this school, and has vigorously set about to apply the remedy. I expect this school to rank among the best in the Inspectorate before the close of the year.

"WESTHAM ISLAND.—Inspected February 21st, 1905 ; enrolled, 29 ; present, 22. The manual work is very carefully executed, and the primary work is well taught. There are no advanced pupils, the children all being comparatively young. The distinguishing feature of the school is neatness."

INSPECTORATE No. 3.

"VICTORIA, November, 1905.

"*Alexander Robinson, Esq.,*

"*Superintendent of Education, Victoria, B. C.*

"SIR,—I have the honour to submit the following report on the operation of the schools in Inspectorate No. 3 for the year ending June 30th, 1905 :—

"GENERAL.

"Establishment of a fourth High School, greater regularity of attendance, increase in the number of pupils and teachers, additional libraries and apparatus, are only some of the evidences of educational progress in the Kootenays, which may properly be regarded as quite equal to, if not greater, than that of any previous year.

"It is not too much to say that the general quality of school work has improved in many respects. The teachers are, in the main, intelligent and painstaking men and women, earnestly endeavouring to do, according to their respective abilities, the work for which the schools have been established.

"An examination of the details of inspection appended hereto will show the estimate formed by me of the management and condition of each school visited during 1904-5.

"THE FIELD.

"This Inspectorate comprises that immense area known as East and West Kootenay, together with a small part of Yale. During 1904-5, 67 schools were in operation in this educational field, as follows:—Four High Schools, 12 City Graded Schools, 6 Rural Graded Schools, and 45 Rural Schools. The enrolment of pupils was 4,883, under 117 teachers. Some of these schools were inspected twice, the majority but once, during the year. The extent of the wide area necessary to be traversed in the performance of my duties (which include many things besides school inspection) may be estimated from the statement that from August 31st, 1904, until July 13th, 1905, I travelled nearly 11,000 miles by railway, stage, steamboat, on horseback and on foot.

"WRITTEN EXAMINATIONS.

"The High School examination for 1905 opened as usual on July 4th, at the four centres in Kootenay, viz.:—Grand Forks, Nelson, Revelstoke, and Rossland. The total number of candidates who wrote at these points for High School standing was 31, distributed as follows:—Six at Grand Forks, 20 at Nelson, 2 at Revelstoke, and 3 at Rossland. Of these the Grand Forks High School presented 6 for junior certificates; the Nelson High School 2 for senior, 2 for intermediate, and 11 for junior certificates; the Rossland High School 3 for junior certificates; and the Kaslo Public School 2 for junior certificates. Twenty-six (26) of the whole number presented were successful, the High Schools with Kaslo Public School contributing 21 names to the pass list. Particular reference to the results of this examination is made under the head of each school concerned.

"Examinations for entrance to a High School were held during May and June of the school-year at the following centres:—Cranbrook, Fernie, Golden, Greenwood, Kaslo and New Denver. The total number of candidates presented at these centres was 44, representing 12 public schools. Of these 34 were successful in obtaining entrance certificates.

"The usual semi-annual entrance examinations were held at Grand Forks, Nelson, Revelstoke and Rossland, the establishment of a High School at Revelstoke entitling it to an examination twice a year. Fifteen candidates from four other schools took advantage of the regulation permitting their attendance at these examinations.

"In all 158 public school candidates wrote in this Inspectorate during 1904-5, and 111 of these, or 70 per cent., were successful. In 1903-4, 64 per cent. of the candidates presented by various schools in Kootenay attained the required standard. The record of the past year in this regard is an excellent one, and may serve in some measure as an indication of the character of the teaching done in the schools represented.

"For the guidance and encouragement of teachers the Education Department has, for several years past, adopted the excellent practice of submitting a short report from each examiner, covering, as far as possible, the work of each subject of the High School Entrance Examination. As a rule the Kootenay schools have received a good share of such commendatory remarks as the examiners considered it proper to make. Under the head of 'Presentation of Work' the following occurs in the report for 1905:—'In manual matters the Kootenay schools in general lead the Province.' The principals and other teachers of the Interior who have, year after year, striven to secure good writing and neat arrangement, are in this tribute somewhat repaid for all their toil.

"In connection with this matter it is considered advisable to repeat a few paragraphs from former reports.

"There are three rules of arrangement which every pupil should know:—1. A sheet should have a proper margin. 2. A sheet should have an orderly plan. 3. A sheet should have balance. For much of this badly arranged written work there is but one valid excuse, and that excuse should be valid for a short time only. Within a month after attention is directed to this defect, it should begin to be less evident. All the ambitious teacher needs—the teacher ambitious for the pupil's welfare—is the suggestion that arrangement or beauty is of value in school work, side by side with accuracy. The thoughtful study of arrangement should begin in the primary classes and continue until the habit of planning work with regard to its ultimate appearance is established. It is not enough, therefore, that teachers should earnestly strive after accuracy in written exercises and rest content if happily that is secured; they should also seek to secure neatness in arrangement, which may be defined as the disposition of parts in harmonious or suitable form.

"With respect to writing, it is just possible that too much is expected. The business man expects the boy from the Rural, Graded or High School to write the bold, rapid, character-displaying hand of the book-keeper many years behind the desk. If the boy does not or cannot, writing in the schools is condemned. I feel justified in saying that never before has so much been expected of children in their school work, and, all things considered, well do they stand the test.

"The question of securing proficiency in writing is not so much one of more time as of the proper and intelligent use of the time now set apart for the purpose. There is, notwithstanding all efforts, considerable lack of proper supervision and continued instruction; the business man's method is not adopted at the proper stage or at all. The finger must give way to the arm, the smaller to the large muscles. When the transition from finger to arm movement writing is at last completed, the business-hand, with light touch and excellent speed, comes, as do all such qualifications, with sufficient business experience and practice.

"SCHOOL LIBRARIES.

"Most of the high and graded schools and a few of the rural schools of Kootenay are now supplied with libraries. These have been secured largely because where there is a will there is always a way, no steps having been taken by the provincial authorities to ensure the possession of a few shelves of books by every school under their care. It is in the rural districts that a school library is especially necessary, as much for the teacher as for the pupil. The teacher there is cut off from most of the stimulating influences of the day. He is liable to succumb to his enervating environment, and there is danger of his becoming a mere machine for imparting knowledge in the readiest and most compact form. That this is not generally the case is due rather to the determination of teachers as a class to rise superior to the level of their surroundings than to any assistance or encouragement from outside. If the teacher is to give of his best to his pupils, his mind must be kept fresh by a constant supply of new material for thought. The enthusiastic teacher is always a learner, and he should have at his command a succession of books bearing upon all the subjects with which he may be called upon to deal.

"TEACHERS' MEETINGS.

"As far as I am aware, the regulation calling for monthly conferences of principals with their assistants has been very generally observed. It is quite evident, however, that the value of such meetings will, for the most part, depend upon the enthusiasm and ability of the principals concerned, upon whom, naturally, devolves the duty of planning and directing them. I feel justified in reporting that in this Inspectorate the monthly conferences referred to have been in most instances turned to good account by those in charge; the gain has been shown in the form of greater interest, in a better grasp of school work, and in more satisfactory results. Teachers should not be behind in the race for new ideas; no system can afford to stand still.

"With scarcely an exception, the practice of having a teachers' meeting at the close of each inspection of a graded school was continued during the year. Practically the same plan was followed at these meetings as on former occasions. At Nelson and Rossland these conferences, however, took the shape of informal conventions, which proved both interesting and profitable. Two of the lady teachers of Nelson, who had visited the World's Fair at St. Louis in August, 1904, gave bright and interesting descriptions of the various school exhibits which they found there, one devoting her attention to the primary and the other to the advanced department of school work. The Rossland teachers have since organised the Rossland Teachers' Institute, for mutual assistance in professional work. The order of business adopted is worthy of reproduction here:—1. Paper, address or lesson, followed by discussion. 2. Reading from some educational book or journal. 3. Discussion of individual difficulties. 4. Discussion of educational clippings. 5. New work.

"TEACHERS' INSTITUTES.

"Three Institutes were held during 1904-5, one at the Coast and the other two in the Interior, all of which I had the opportunity of attending.

"In November, 1904, the South-East Kootenay Teachers' Institute was formed, and held its first meeting at Cranbrook. As the teachers of South-East Kootenay are so far from the other centres as to be with difficulty able to avail themselves of the larger Institutes of the Province, the new organisation (formed largely through the efforts of Principal King, of Cran-

brook,) will afford them the opportunity of keeping in touch with the life and progress of their important vocation. Eighteen members were enrolled, sixteen of whom represented the chief schools along the Crow's Nest Pass Railway, viz.:—Ferne, Cranbrook, Coal Creek, Morrissey, Fort Steele, Moyie and Ryan. The question of a programme for the first meeting was successfully solved, for papers on such subjects as the following were read and discussed: The Lesson; Interest and Attention; The Teaching of History; The Art of Questioning; Drawing; The Teacher as a Student; Elementary Methods of Brush-drawing; The Teaching of Patriotism. The addresses on drawing were given by Mr. Henry Dunnell, Supervisor of Manual Training, then in Cranbrook for the purpose of giving a course in brush-drawing and clay-modelling to the teachers and senior pupils. An interesting letter of regret at inability to be present was read from Dr. A. O. Macrae, of Calgary, who took occasion to refer to the need of supervising school plays. He urged that children should be taught to play their games with the utmost honesty, and deplored what he termed 'too much Young America in our sports; win if you can honestly, but win; not sport for sport's sake.' This interesting convention closed with a public educational meeting, the first of the kind ever held in South-East Kootenay. About 250 persons were present and listened to several addresses. J. A. Harvey, Esq., Chairman of the Cranbrook School Board, spoke of the excellent prospects of Cranbrook as an educational centre, and in referring to school work (with which he was at one time very familiar) emphasized the value and necessity of thoroughness. The second address dealt with such topics as regularity of attendance, which means continuity and coherence of study; the relations of teacher and parents; correlation of home and school; "the teacher is the school." Rev. Mr. Fortune and Rev. Mr. Thompson also addressed the meeting, and expressed the hope that both a high school and a manual training centre would soon be established at Cranbrook. It may be added that while West Kootenay has five High Schools, East Kootenay has none. The honour of having the first High School in the district will probably lie between Fernie and Cranbrook.

"The Mainland Teachers' Institute (now the Coast Teachers' Institute) was held in Vancouver on January 3rd and 4th, 1905. The various sessions were interesting and well attended; nearly 200 teachers had enrolled themselves as members. The following programme occupied the time of the Convention:—

"Arithmetic—Mr. S. W. Matthews, M.A., Vancouver.

"Oral History—Mr. W. McDonagh, Vancouver.

"Discovery of a New World—Miss A. E. Fraser, B.A., Victoria.

"Nature Study—Mr. J. G. Lister, Vancouver.

"School Literature—Mr. Alexander Gilchrist, Vancouver.

"Centralization of Schools—Mr. E. N. Brown, Chilliwack.

"The papers on the various subjects named were of a superior and timely character. Musical selections were from time to time introduced to add their charm to the proceedings. The next meeting of the Coast Teachers' Institute will be held in New Westminster in January, 1907.

"The eighth annual meeting of the Provincial Teachers' Institute, held in Revelstoke on April 25th, 26th, and 27th, 1905, was by no means the least successful of the educational gatherings of the year. In point of membership it did not reach 100, but this lack was more than counterbalanced by the helpful and enthusiastic character of the various sessions. The presence of the Honourable the Minister of Education, as well as of Dr. G. U. Hay (editor of the Educational Review, St. John, N. B.), the Normal School staff, three Inspectors, and the Supervisor of Manual Training, was proof of the deep interest taken by the Education Department in the welfare of the Institute. A very notable feature of the Convention was the fine display of pupils' work contributed entirely by the schools of the Interior. This was the first occasion on which the Yale-Kootenay schools had attempted to provide an exhibit of such a comprehensive nature. The pupils' work was an object of the deepest interest to the citizens of Revelstoke as well as to the visiting teachers.

"The programme, which also included a High School section, was framed with a view to aid the teacher in his work and to supply needed inspiration and encouragement. The services rendered in connection with the programme by Dr. Hay and the staff of the Normal School were invaluable. These gentlemen very ably discussed nature study, the teaching of history, drawing, literature, primary arithmetic, composition, and the rural school. The discussions which followed the papers and addresses were exceptionally good; a discriminating visitor

commented very favourably on this part of the proceedings. On the evening of the second day a well attended public meeting was addressed by the Honourable Mr. Fulton, Minister of Education, who, at some length, discussed several educational questions and explained in a careful and logical manner the recent amendments to the School Act. Provision was made for but one session of the High School section. The subjects discussed were:—‘First Steps in Geometry,’ ‘The Study of Literature in High Schools,’ and ‘Latin as an Aid in the Study of English.’ The Secretary reported a successful meeting.

“Among the resolutions brought forward by the Committee in charge of this department were several of a sad tenor. Since the last meeting of the Convention three of its members had passed away:—Walter Hunter, B.A., B.C.L., Principal of Nanaimo High School; David Anderson, M.A., First Assistant of New Westminster High School; and John J. McMartin, B.A., Principal of Sea Island Public School. Of these the oldest and best known teacher was Walter Hunter, who began his career in this Province in 1886, and held the Principalship of the Nanaimo High School from 1890 until the time of his death in February, 1905. A loyal friend, an honourable man, and a highly successful teacher, he was respected by all who knew him for his excellent qualities of head and heart.

“Before concluding this report of the Provincial Teachers’ Institute, 1905, mention must by no means be omitted of the hearty welcome to their city given the visiting teachers by His Worship the Mayor and the School Board of Revelstoke. The latter in 1904 not only invited the Institute to hold its next meeting at the growing and prosperous city of Revelstoke, but generously provided funds for the assistance of the Convention and the entertainment of its members. Revelstoke has ‘acquired merit’ in the eyes of the teaching profession.

“I have, etc.,

“DAVID WILSON,

“*Inspector of Schools.*”

“CITY SCHOOL DISTRICTS.

“FERNIE.—Inspected October 20th, 1904, and June 7th, 1905; 182 pupils present. Fernie became a city school district during the past year. The school accommodation now consists of a six-roomed frame building, an addition of two rooms having been made in the fall of 1904. The enrolment of pupils has increased somewhat during the year, but the percentage of regular attendance (55.76) although higher than that for either of the past two years, is still entirely too low. There is little doubt that the low average attendance is largely due to the constant change of residence by many patrons of the school, for the teachers report that a determined effort was made, both by themselves and the Trustees, to overcome this defect in school management. First division, composed of senior and intermediate classes; excellent results; teaching of superior character; room made attractive; a school museum of material for illustration of lessons; intermediate classes only in second division; marked improvement in condition of room; pupils receiving a good training for senior grade; best record of regular attendance for the year made by this division; intermediate and junior classes in third division; appearance of boys untidy; intelligent work in many respects; pupils “salute the flag” as part of opening exercises; improvement secured; junior classes in fourth division; pupils passably clean and neat; second primer old for advancement; fair results in reading, language, writing and number; fifth division also composed of junior pupils; enrolment large; tone improved; fair results under circumstances; further study of primary work needed by teacher. At central examination held in June last the four pupils presented by this school passed the standard for entrance to a high school. A creditable exhibit of pupils’ work was forwarded by Fernie School to the Provincial Teachers’ Institute held at Revelstoke last Easter.

“GRAND FORKS HIGH SCHOOL.—Inspected February 2nd, and May 12th, 1905; 21 pupils present. A good percentage of regular attendance for the year secured; school well equipped with necessary apparatus; three junior classes, the most advanced of which had on May 12th just completed junior course; teacher painstaking but inclined to do too much for his pupils; it is what children do for themselves that really counts in education. Fair results have been secured; three pupils of this school obtained junior grade certificates at the examination held in July last.

“GRAND FORKS GRADED SCHOOL.—Inspected February 1st and 2nd, and May 12th, 1905; 217 pupils present on latter occasion. A sixth division was added on May 1st, 1905. The percentage of regular attendance for 1904-5 secured by this school is 77.51, or within a mere

fraction of being the highest in the Inspectorate. The trustees and teachers of Grand Forks are to be congratulated on such a fine record ; regular attendance is one of the most important factors in the success of any educational institution. The former high standing of the school in class work has been well maintained. During the year fourteen pupils of the first division successfully passed the standard for admission to a high school. Good training given in second division which is made up of senior pupils ; intermediate grade especially good ; primary classes well taught ; an enthusiastic and hard-working staff. A well prepared exhibit of pupils' work was forwarded by this school to the Provincial Teachers' Institute, 1905.

"GREENWOOD.—Inspected January 24th, and March 6th and 7th, 1905 ; 62 pupils present. School grounds levelled and planted with shade trees, rooms kalsomined and generally rendered more attractive and comfortable ; small library and book-case procured ; additional apparatus supplied. The regularity of attendance at Greenwood School is certainly not what it should be, for instead of growing greater, it has actually shown a decrease for each of the past two years. The percentage of regular attendance for 1904-5 was only 52.36, which means that little over half the pupils enrolled attended on an average during every school day. When parents are so indifferent as to allow their children to regulate their own attendance at school, teachers can do little to overcome a serious evil. Senior and intermediate classes in first division : improvement shown in many respects ; language subjects still weak ; manual work to be neater. Second division, made up of intermediate and junior classes, creditable results ; language, reading and numbers carefully taught ; writing and spelling good. The principal and his assistant take a deep interest in their work and have already done much for the school. The four pupils presented at Central Examination, held in June last, were successful in passing the standard for entrance to a High School. Since 1900, 17 pupils of this school have been successful at the High School Entrance Examination.

"KASLO.—Inspected February 16th and 17th, 1905 ; 100 pupils present. For regularity of attendance, Kaslo last year stood at the head of the schools in the Interior ; of the enrolment (125), nearly 100 pupils were present on an average every school day of the year. Some of the fruits of faithful attendance and good teaching were also enjoyed. Ten of the eleven pupils presented during 1904-5, were successful in passing the standard for entrance to a High School, and at the High School Examination held in July last, two pupils obtained Junior High School Certificates. All the foregoing again entitle Kaslo School to the high rank among the Kootenay schools assigned it in last report. Passed entrance and senior pupils in first division ; second division composed of senior and intermediate classes ; change of teacher since last visit ; good teaching as before ; junior classes compose third division ; primary work of a superior character ; pupils in all classes of school intelligent and well-behaved ; library a source of much profit to teachers and pupils. Since 1900, no less than 32 pupils trained at this school have been granted certificates entitling them to attend a High School.

"NELSON HIGH SCHOOL.—Inspected September 19th, 1904 ; 31 pupils present. The average attendance at this school for the past year shows a slight decrease, when compared with that for 1903-4, but in other respects Nelson High School has had the most successful year in its history. A great deal of work was covered by the various classes which represent the three grades of the course. Where there has been diligent study, coupled with regular attendance, good results may be confidently looked for. At the departmental examination held in July last, fourteen of the fifteen candidates presented for High School Certificates of different grades were successful in passing the required standard. These candidates included two for senior grade standing, two for intermediate grade, and eleven for junior grade. The excellent work done, both by teachers and pupils, has thus had fitting recognition. The sum of \$56 was expended in providing additional reference books for the library.

"NELSON GRADED SCHOOL.—Inspected November 24th and December 2nd, 1904, and May 8th, 1905 ; 329 pupils present, of whom 160 formed the junior, 110 the intermediate, and 59 the senior grade. School under 9 teachers ; one addition to the staff during the year ; ninth or new division in temporary quarters of an unsuitable character, the best, however, that could be secured at the time. A good percentage of regularity was secured for the year in consequence of the continued efforts made by the principal and his assistants to encourage perfect attendance. In 1900-01, the percentage of regularity made by the Nelson Graded School was 57.70, but for the past year it has exceeded 72. Former high standard of school fully maintained ; two changes in staff since last report ; intermediate grade strengthened but still in need of improvement ; junior classes under capable teachers, with one exception. Even greater success than formerly in the preparation of pupils for High School Entrance has been

attained by the first division, but, as before, part of the credit must be ascribed to the excellent training afforded in the second division and generally in the whole school. The pass-list in June last included the whole class of 22 candidates—a result not equalled at the same examination by other schools of the Province twice the size of Nelson Public School. Further, special mention was made by the Examiners of the excellent papers of these candidates in history and geography. A highly artistic exhibit of pupils' work was forwarded by this school to the Provincial Teachers' Institute, 1905.

“PHENIX.—Inspected March 8th and May 10th, 1905 ; 74 pupils present at first visit and 67 at second. In the case of a thriving town, it is unusual to find the school population decreasing. Such has proved to be true in the case of Phenix, which for the past year had an enrolment of 137 pupils and an average daily attendance of only one-half this number. When visited the teachers were of opinion that all available children were then in attendance at school. A curfew by-law is urgently needed. For one reason or another many months of the past year elapsed before the trustees of this district held a meeting and organised ; it is to be hoped that a more business-like procedure on the part of the Board will govern in future. Senior and intermediate pupils in first division ; fair results in many subjects ; much review needed with written tests ; home lessons better prepared than formerly ; second division with intermediate and junior classes ; fairly good work shown ; the practice of constantly allowing pupils to leave the room is objectionable and unnecessary ; effort to make room attractive. It would appear as if the senior pupils do not remain long enough at school to receive the first official recognition of their standing as students, for since 1900, but five candidates of Phenix school have succeeded in passing the High School Entrance Examination, viz., 1 in 1901, 2 in 1902, and 2 in 1904. There is a small library fund on hand.

“REVELSTOKE HIGH SCHOOL.—Inspected October 11th, 1904, and January 13th, 1905 ; 21 pupils present on each occasion. This school, which was opened in September, 1904, makes the fourth High School in West Kootenay. An excellent percentage of regularity (76.96) was secured for the year, a record which, it is hoped, may be maintained and even exceeded. School divided into two sections ; senior section composed of those passed entrance pupils who continued for a time in attendance at the public school ; the junior, of those recently entitled to enter a High School ; pupils studious and attentive, work going on satisfactorily. In July next, a number of pupils will have completed the junior course and will then be presented at the departmental examination for junior certificates.

“REVELSTOKE GRADED SCHOOL.—Inspected, October 10th and 11th, 1904, and January 13th, 1905 ; 278 pupils present, of whom 64 form the senior, 72 the intermediate and 142 the junior grade. An eighth division has been added. All the rooms in the brick building are now occupied. For regularity of attendance this school takes a high place among the schools of the Interior. Last year the percentage of regularity reached 75.63, three of the divisions making considerably over 80 per cent. of regularity. Much of the success attained by the school is due to the careful supervision of the principal and the hearty co-operation of the staff in all that affects its interests. Pupils are generously supplied by the Board with all school requisites, except text-books ; there is always on hand an ample supply of drawing and writing paper, blank books, &c., for the use of all in attendance. First division, made up of senior classes ; attention secured and held ; training of a superior character given ; second division also composed of senior pupils ; careful and logical teaching ; third and fourth divisions have intermediate classes ; generally good results in both these rooms ; progressive teachers ; junior pupils in fifth, sixth and seventh divisions ; teachers interested in work ; considerable progress secured in several subjects ; the first primer classes could, with profit, be divided into smaller groups ; for time at school these classes do not seem to have made such progress in reading as might reasonably be expected ; neatness of manual work throughout school. The library has been freely utilised for reference and for supplementary reading. During the year, ten pupils of Revelstoke School passed the standard for entrance to a High School. The exhibit of pupils' work prepared by this school for the Provincial Teachers' Institute, 1905, was a model of neatness in every respect.

“ROSSLAND HIGH SCHOOL.—Inspected February 10th, 1905 ; 24 pupils present. School divided into three groups ; the senior group studying matriculation course ; the other two groups taking up junior course and combined in certain subjects for economy of time and energy ; teaching of an effective character. Two of the three junior candidates presented by this school at the departmental examination, held in July last, were successful in obtaining High School Certificates. Another pupil obtained a Third Class Teacher's Certificate at the

same examination. The percentage of regular attendance for the year (66.80) shows an increase over that of 1903-4. On occasion of this visit, it was learned that the School Board had decided to make a grant for the purchase of additional reference books for the use of the school.

"ROSSLAND, CENTRAL SCHOOL.—Inspected February 8th and 9th, 1905; 278 pupils present, of whom 161 belonged to the junior, 53 to the intermediate, and 64 to the senior grade. One change in staff since last visit; careful supervision of school by principal; senior classes making good progress; senior part of intermediate grade very well taught; junior section in fair condition; some good points observed; junior classes distributed among four teachers; fair results in many respects; study of primary teaching to be continued; since this visit, junior staff has been strengthened. During the year, this school made a good record in High School entrance work, 17 pupils having been successful in passing the required standard. Special reference was made by the Examiners to the superior character of the drawing, history and geography papers of these candidates. There has been an improvement in the regularity of attendance secured by the Graded Schools of Rossland for the past year, the percentage of regularity being 71.85, the highest yet attained by these schools. The percentage of regularity in 1900-01 was only 61.45, but it has steadily risen year by year. The first division of the Central School excelled all others in the city in the matter of regular attendance for 1904-5, having made the exceptionally good record of 83 per cent., that is to say, about 30 pupils were present—out of an enrolment of 36—every day on an average during the entire school year. Rossland Graded Schools forwarded a very creditable and appropriate exhibit of pupils' work to the Provincial Teachers' Institute, 1905.

"ROSSLAND, COOK AVENUE SCHOOL.—Inspected February 10th, 1905; 124 pupils present, of whom 66 form the junior, 36 the intermediate, and 22 the senior grade. Three divisions in this school; fair and even good results in many respects shown in first division; discipline to be improved; teacher painstaking; manual work generally neat. Second division: work somewhat improved. Third division: good primary teaching; excellent results; the voluntary retirement of this teacher at the close of the year was a distinct loss to the staff. This school maintained a good percentage of regularity during 1904-5. The lowest in this respect, however, was the first division, a condition of things which is found to be reversed in the case of the Central School.

"SANDON.—Inspected February 23rd, 1905; 21 pupils present. The enrolment on date of visit was 38, but there were in the city only 23 available school children. The average attendance for the past year is 20.44, or 45.42 per cent. of the enrolment (45); the latter is the lowest record made by the school for some years at least. Senior classes still weak in many respects; lack of thoroughness; much teaching and review needed; more time to be devoted to composition, oral and written; intermediate and junior classes in fair condition; some improvement shown; discipline good.

"SLOCAN.—Inspected January 19th and 20th, 1905; 53 pupils present. This school made a passable record in regularity of attendance; of the 78 pupils enrolled last year 53 were present on an average every day. Change of staff since last visit; rooms clean and neat; first division shows fair and even good results in some respects; large pupils in senior class; more oral and written composition needed; arithmetic a somewhat weak subject; teacher of second division painstaking and studious; fairly satisfactory work; prospect of further improvement. At central examination held in May last, a pupil of this school passed the standard for admission to a High School.

"TRAIL.—Inspected March 16th and 17th, 1905; 105 pupils present. The enrolment for the past year was 154, or an increase of 30 over that for the previous year; there was, however, a decrease in regularity of attendance. The best record in this respect was made by the first division, and the worst by the third division. A city school should secure a regularity of attendance greater than that represented by 62.03 per cent. School buildings greatly need repairs, which the trustees propose to make, together with improvements to school-rooms in the form of new blackboards and paint or kalsomine. A High School class of six pupils in first division; Junior High School course followed; good beginning made; work of public school classes generally good; improvement in composition needed; excellent manual work in the majority of cases; second division made up of first reader and intermediate classes; improvement secured in writing and drawing; more time to be given to oral and written language; progress shown generally; teacher of third division gaining experience in primary work; need of further study of primary method; fair results in some instances; pupils much cleaner and

more tidy than when seen last year. During the year six pupils of this school passed the standard for entrance to a High School. Since 1900, 14 pupils have been successful at this examination.

"COLUMBIA DISTRICT.

"ATHALMER.—Inspected September 27th, 1904; 14 pupils present, 9 of whom were in first primer class. Fair results under circumstances; reading and arithmetic the best subjects.

"BEAVER MOUTH.—Inspected October 8th, 1904; 11 pupils present. Oral part of course neglected; language subjects weak; work generally lacking in thoroughness; teacher with limited experience. This school has since been closed.

"FIELD.—Inspected October 3rd, 1904; 10 pupils present. Constant change of pupils; 14 of 27 enrolled last year have since moved away; no advanced classes; progress of pupils naturally somewhat slow; an improvement shown in some respects.

"GALENA.—Inspected September 29th, 1904; 9 pupils present. All grades represented; not much teaching done; oral part of course to be followed and greater attention given to language; teacher without experience or training.

"GOLDEN.—Inspected October 5th and 6th, 1904, and May 18th, 1905; 91 pupils present. At the High School Entrance Examination held in May, 1905, four of the five candidates presented by this school were successful in passing the required standard. Since 1900, 12 candidates of Golden School have been successful at this examination. A higher percentage of regular attendance should be secured than that made by the whole school during the past year, viz., 65.48; the best record in this respect was that of the third division. Classes of first division made up of senior and intermediate pupils; fair and almost good work shown in some respects, but teaching is often without aim and a due regard for the economy of time; composition and arithmetic could be improved, and greater variety of employment introduced for the sake of interest; second division made up of intermediate pupils; work of an intelligent and interesting character; drawing greatly improved; real nature lessons; third division composed of junior classes; teacher painstaking and fairly successful, but needs to continue study of primary work. Grounds and outbuildings have been improved and repaired during the past year.

"HORSE CREEK.—Inspected October 5th, 1905; 6 pupils present. This school was closed before the end of the school-year. Pupils making good progress in most subjects of study; prescribed oral lessons to be given; manual work excellent.

"WILMER.—Inspected September 27th, 1904; 18 pupils present (full attendance). Pupils not supplied with necessary text-books; drawing poor; senior and intermediate classes backward, the result of injudicious promotion; effort made to illustrate lessons; junior pupils making fair progress. The standing of this school seems to have changed but little since visited in September, 1902.

"WINDERMERE.—Inspected September 28th, 1904; 11 pupils present. Neat school premises; classes carefully taught and progress shown, but language and drawing need more attention; senior class weak; teacher painstaking and studious.

"CRANBROOK DISTRICT.

"CRANBROOK.—Inspected October 28th, 1904; 159 pupils present. The enrolment of pupils for 1904-5 shows an increase of 82 over that for the previous year, but the percentage of regular attendance has fallen from 61.82 to 56.62, that is to say, little more than half the pupils enrolled were present on an average every school-day of 1904-5. The best records of regular attendance were made by the second and third divisions. This question of regular (or rather irregular) attendance is of such importance as to merit the serious attention of the trustees, teachers and parents of Cranbrook. A fifth division was opened on October 24th, 1904. First division with senior pupils in two sections or classes; the utmost interest in his work displayed by principal; lessons carefully arranged and presented, but, apparently, not always effective, as pupils seem to lack application; supplementary texts used; second division composed of intermediate classes; a model room in many respects; good material in preparation for senior grade; excellent drawing and oral lessons; intermediate and junior classes in third division; teacher not long in charge; prospect of good results; fourth and fifth divisions consist of junior pupils; teachers with limited experience in this class of work. A creditable exhibit was sent by this school to the Provincial Teachers' Institute, 1905. At central examination, held in June last, the seven pupils presented by Cranbrook School succeeded in passing the standard for entrance to a high school. In 1901 six pupils of this school were successful.

"FORT STEELE.—Inspected October 31st, 1904; 15 pupils present. Small attendance for enrolment; change of teacher since last visit; classes somewhat backward; oral history and geography to be taken up and language improved; good drawing in senior class; excellent prospect of a general improvement in school; intelligent teaching.

"KIMBERLEY.—Inspected April 11th, 1905; 10 pupils present. This school was closed in December, 1903, and re-opened in January, 1905. The election of a new Board in July last has put school matters in this district on a satisfactory footing. Senior class fairly well advanced; home lessons to be assigned and exacted; additional text-books to be secured; more oral work needed in such subjects as arithmetic, nature study and history; school-room very untidy.

"MARYSVILLE.—Inspected November 11th, 1904; 14 pupils present. No advanced classes; course of study to be followed; more practice needed in language work; drawing weak; junior pupils making good progress.

"MOYIE.—Inspected November 16th, 1904; 48 pupils present. Comparatively small attendance for enrolment, but percentage of regular attendance for year (54.41) considerably greater than that for 1903-4. Work of first division carried on in very thoughtful manner; drawing and nature study to be resumed; more illustration of lessons needed; second division composed of junior pupils; first reader class making good progress; three sections in first primer; senior section in need of fresh reading matter; teacher to continue study of primary method; whole school under excellent control. Since its establishment, this school has not presented any candidates at High School Entrance Examination.

"RYAN (near Moyie).—Inspected November 15th, 1904; 14 pupils present. A new school; all grades present; fair results in senior and intermediate classes; difficulty found with primary lessons; more teaching to be done and manual work to be improved.

WARDNER.—Inspected October 27th, 1904; 18 pupils present. This school was re-opened in 1903, after having been closed for several years. Teacher but a short time in charge; all grades present; work going on fairly well; some classes quite backward; language subjects and drawing weak; primary reading to receive more attention.

"FERNIE DISTRICT.

"COAL CREEK.—Inspected October 21st, 1904; 53 pupils present. A second division was opened before the close of the year; in June last, the enrolment of pupils reached 121. Coal Creek is now a separate district, with a graded school. School-room perhaps as clean as could be expected under the circumstances; no advanced classes; teacher conducting a large, ungraded school with considerable success.

"ELKO.—Inspected October 24th, 1904; 26 pupils present. Teacher inexperienced; poor control of school; work unsatisfactory. A change of teacher took place shortly after.

"JAFFRAY.—Inspected April 13th, 1905; 13 pupils present. This school was not re-opened after the summer vacation until December, 1904. Classes backward; little progress made during previous year; training in manners needed; more time to be devoted to primary reading, number and language; present teacher inexperienced, but anxious to do her best.

"MICHEL.—Inspected, October 19th, 1904; 46 pupils present. Two-roomed school-house nearly completed at time of visit; a second division was opened in December last. The enrolment for the year was 118, and the average attendance 58.17, thus giving 49.29 as the percentage of regular attendance for 1904-5, the lowest record made by any graded school except Sandon. The floating character of the population is no doubt the cause of the small average attendance already given. In addition to the annoyance caused by constant change of pupils, the teacher at Michel has to deal with children who are struggling to acquire a knowledge of the English language with all its difficulties. Room fairly clean and neat; pupils in the main tidy but unmannerly; excessive tardiness to be fought against in some fashion or other; fair and even good work in some classes for time at school; allowance should be made for unfavourable conditions, but greater firmness on part of teacher desirable; discipline of school has improved.

"MORRISSEY.—Inspected November 14th, 1904; 25 pupils present. Two-roomed school-house in course of erection on central site; intermediate and junior classes; teacher inexperienced but painstaking; pupils backward for age; reading and spelling generally good; drawing to be begun; school under good control.

"TOBACCO PLAINS.—Inspected October 25th, 1904; 9 pupils present. Visited this school in both 1902 and 1903, but on neither occasion was it in operation. Several senior

pupils; course of study to be more closely followed; nature and drawing to some extent neglected; fair results in senior and intermediate classes; primary class making good progress.

“GRAND FORKS DISTRICT.

“CASCADE.—Inspected March 10th, 1905; 11 pupils present. Intermediate and junior classes; oral lessons in history and geography to be given; but little memorising of literature; drawing books to be procured by pupils; fair progress in reading, spelling and language; teacher should study method.

“KETTLE RIVER, NORTH.—Inspected February 3rd, 1905; 11 pupils present. Teacher enthusiastic and painstaking; progress shown in many directions; more time to be devoted to primary classes; change of teacher since visit of last year.

“GREENWOOD DISTRICT.

“ANACONDA.—Inspected January 24th, 1905; 29 pupils present. Classes carefully taught; great interest in school displayed by pupils and their parents; much good work done in every grade; drawing above the average; a small library and objects for nature study. This school sent a creditable exhibit to the Provincial Teachers' Institute, 1905.

“BOUNDARY FALLS.—Inspected January 25th, 1905; 24 pupils present. Fair results in senior and intermediate classes; more time to be devoted to primary language and reading; very little drawing and nature study; teacher but 10 days in charge of school; new school building in this district occupied, but not quite completed; well furnished.

“DEADWOOD.—Inspected March 7th, 1905; 11 pupils present. School-room neat and clean; change of teacher since last visit; intermediate and junior pupils; primary classes to have more attention; lessons to be taught; teacher to utilise school library for oral lessons; creditable work in language, reading and arithmetic, the result of former teacher's efforts.

“EHOLT.—Inspected March 9th, 1905; 20 pupils present. Change of teacher since last visit; insufficient teaching of lessons; teacher untrained and without full set of text-books; drawing poor as before; work of an uninteresting character; little real progress made.

“MIDWAY.—Inspected January 26th, 1905; 36 pupils present. Growing and important rural school; large senior class; teacher interested in work but weak in discipline; language and oral part of course weak; manual work to be improved; intermediate and senior classes making good progress in some directions. The percentage of regular attendance for the year is 62.83, which is somewhat greater than that for 1903-4. At Central Examination held in June last, a pupil of this school passed the standard for admission to a High School.

“KASLO DISTRICT.

“AINSWORTH.—Inspected March 15th, 1905; 10 pupils present. Two senior pupils; additional home work to be assigned; language subjects weak; manual work to be improved; much explanation and review needed; lessons fairly well taught.

“FERGUSON.—Inspected April 4th, 1905; 9 pupils present. Constant change of pupils; all grades present; classes making fair progress; good senior arithmetic; writing and composition still in need of improvement; teacher anxious to do her best for advancement of pupils.

“POPLAR.—Inspected April 5th, 1905; 9 pupils present (full attendance of available pupils). Teacher but short time in charge; four senior pupils; course of study not followed; little interest taken by former teacher; reading, spelling and arithmetic the best subjects; much work required to bring classes into fair condition.

“TROUT LAKE.—Inspected April 4th, 1905; 30 pupils present. Three passed entrance pupils in attendance; two changes of teacher since last visit; general standing of school good; several bright classes; language subjects to receive more attention; nature study made interesting and profitable. A fair percentage of regular attendance was secured for the past year.

“REVELSTOKE DISTRICT.

“ARROWHEAD.—Inspected October 12th, 1904, and May 22nd, 1905; 32 pupils present. Large rural school; two-roomed school-house to be erected on site at some distance from main thoroughfare of village, where 'the terrible example' is so frequently in evidence. A lamentable slackness of parental control very evident in some cases; teacher enthusiastic and capable; condition of school much improved in many respects.

"BEATON.—Visited March 24th, 1905; school not in operation. It was re-opened soon afterwards.

"CAMBORNE.—Inspected March 24th, 1905; 11 pupils present. Intermediate and junior classes; school-room attractive; drawing, above the average; general improvement noticeable; primary class to be pushed on. This school sent a small but commendable exhibit to the Provincial Teachers' Institute, 1905.

"COMAPLIX.—Inspected March 23rd, 1905; 9 pupils present. The attendance at this school has been reduced by sickness and removals; change of teacher since last visit; work quite satisfactory; junior classes well taught; pupils read a good deal at home.

"ILLECILLEWAET.—Inspected March 22nd, 1905; 11 pupils present. A neat school-room; teacher much interested in pupils; oral lessons well given; primary class making good progress for time at school; senior class somewhat weak; deportment of pupils excellent.

"SIMILKAMEEN DISTRICT.

"ANARCHIST MOUNTAIN.—Inspected January 30th, 1905; 11 pupils present. Sickness and bad roads in winter may be contributory causes of low average attendance at this school for the past year (8.99, or less than 40 per cent. of an enrolment of 24), but the parents should also bear some blame for seeming apathy and culpable neglect. Pupils as before not supplied with necessary text-books; the teacher kindly took up this matter and now reports that this defect has, to a certain extent at least, been remedied. Unsatisfactory work in past due to irregular attendance; pupils large but backward; there is great room for improvement in this school.

"ROCK CREEK.—Inspected January 27th and 31st, 1905; 11 pupils present. Neat school-room; two senior pupils; intelligent teaching and fairly creditable results in all classes; nature study made especially interesting. At central examination held at Greenwood in June last, a pupil of this school passed the standard for admission to a High School.

"ROCK MOUNTAIN.—Inspected January 30th, 1905; 7 pupils present. Bad roads and inclement weather seem to have been the causes of low attendance; the children of three families ride to school; 16 pupils present on some occasions; difficulty in securing necessary books; an improvement in this respect (and in others as well) has been reported by the teacher, who has been doing her best to raise the standard of the school; some of the parents want only the three R's taught and object to home lessons of any kind.

"SLOCAN DISTRICT.

"NAKUSP.—Inspected February 21st and 22nd, 1905; 35 pupils present. Considerable increase in attendance since last year; two High School pupils enrolled; good discipline; classes carefully taught, but oral part of course not closely followed, especially in history and language; senior and primary work creditable; manual work has improved. During the year three pupils of this school succeeded in passing the examination for entrance to a High School. Since 1902, five candidates from Nakusp school have been successful at this examination.

"NEW DENVER.—Inspected November 29th, 1904, and May 30th, 1905; 45 pupils present. Improvement in enrolment as well as regularity of attendance; passed entrance pupil present; change of principal since first visit; fair results generally shown; oral part of course somewhat weak; frequent reviews needed; manual work still inferior; room untidy; second division in separate building; an attractive room; considerable success with primary classes; manual work neatly done; general condition commendable. Since 1901, five candidates of New Denver school have completed the public school course.

"ROSEBERY.—Inspected November 30th, 1904; 13 pupils present. A former criticism, about need of much explanation and frequent reviews, lost sight of by present teacher; fair results in some respects but language subjects weak; work of this kind especially important in this school; school-room very neat and clean. A teacher is always entitled to the sympathy and support of parents.

"SILVERTON.—Inspected November 29th, 1904; 11 pupils present. Change of teacher since last visit; intermediate and junior classes; writing to be improved and better work secured in composition; primary classes making fair progress; intelligent teaching with prospect of improvement; outlook for larger attendance not very bright.

"THREE FORKS.—Inspected February 23rd, 1905; 9 pupils present. Constant change in personnel of school; only three pupils present on this occasion who were enrolled last year;

senior pupil (not the child referred to in last report) bright but backward in studies; written work of pupils fair; insufficient teaching of lessons; drawing and language to be improved; teacher industrious in school but careless about daily preparation of lessons.

"WINLAW.—Inspected February 15th, 1905; 11 pupils present. Creditable progress made since opening of school; junior classes; supplementary reading used; considerable effort to make school routine interesting.

"YMIR DISTRICT.

"CRESTON.—Inspected November 18th, 1904; 42 pupils present. An important rural school in what promises to be a prosperous farming and fruit-raising district, but trustees and parents apparently careless and indifferent about interests of school; tardiness of pupils a very plague; on occasion of my visit, fully half the school (or 21 children) late; for enrolment (55), the average daily attendance for the past year (26.01) gives a poor record of regularity for any school; 12 senior pupils; for such a large school work well done and time in every way economised; little progress in drawing, owing to neglect or difficulty in getting books; a limited time devoted to 'manners' as part of the daily programme might not be without profit.

"DUHAMEL.—Inspected May 5th, 1905; 13 pupils present. Room neat and attractive; intermediate and junior classes; little attention to drawing and oral part of course; work has otherwise been carried on in a fairly satisfactory manner.

"HUME.—Inspected May 3rd, 1905; 37 pupils present. Change of site decided upon; several Nelson pupils attend this school; nine senior pupils present; classes weak in writing and composition; prescribed text in composition to be used by senior class; much attention to arithmetic, which is a strong subject in this school; intermediate classes young but fairly well advanced; management of classes could be improved and an effort made to render room more attractive in appearance.

"SALMO.—Inspected November 25th, 1904; 22 pupils present. Two high school pupils in attendance; little attempt to make room attractive; language and writing of school above the average; oral lessons of course to be resumed; supplementary reading needed for junior grade.

"YMIR.—Inspected November 22nd, 1904; 33 pupils present. Trustees and others in the district have shown a commendable interest in the welfare of their school; two High School pupils in attendance; oral lessons, drawing and nature to receive more attention; general condition of classes satisfactory; teacher shows some skill in meeting the varied demands of a large school; parents promptly interviewed when pupils are absent."

INSPECTORATE No. 4.

"VERNON, B. C., November 30th, 1905.

"Alexander Robinson, Esq.,

Superintendent of Education, Victoria, B. C.

"SIR,—I beg herewith to submit the following report on the public schools of Inspectorate No. 4, and a part of Inspectorate No. 2, for the school-year ending June 30th, 1905:—

"During the year there were in operation in Inspectorate No. 4 the following schools:—

High Schools,	2; teachers, 2.
City " graded,	2; " 10.
Rural " " 3; " 7.	
" " ungraded,	70; " 70.

"In addition to the above schools, most of which were inspected twice, the following schools in Inspectorate No. 2 were also inspected by me during the year:—

Rural Schools, graded,	5; teachers, 12.
" ungraded,	32; " 32.

"Besides the usual inspectoral work of the year, many special reports had to be made on various matters. Assisted schools were asked for at Alexandria, Aspen Grove, Carr's Landing, Hodge's Landing, Soda Creek and White Valley. After a careful investigation of conditions in each of these places, a recommendation against opening a school had to be made. The scarcity of children and their distance from any central point that might be chosen as a school site made the successful operation of a school in each case impossible.

"Assisted schools have been recommended for Prairie Valley, near Summerland; for Duck Lake, near Kelowna, and for Rosehill, near Kamloops. At each of these points, the success of a school may safely be counted on. At Monte Creek, Nickel Plate (in the Similkameen), Shuswap Falls and Foster's Bar, assisted schools were recommended and opened during the year; while Princeton and Hedley have been changed from assisted schools to regular school districts.

"In addition to this increase in the number of schools, the number of children in many districts has materially increased.

"Enderby and Kelowna, having been incorporated, have passed from the rank of rural to city schools.

"Examinations for entrance to a High School were held in May and June at Ashcroft, Clinton, Enderby, Kelowna, Lillooet, Lower Nicola, Salmon Arm and Summerland. Forty candidates from sixteen different schools wrote. Of this number, twenty-five succeeded in obtaining certificates. While the percentage of successful candidates was not large, still it represented a great deal of faithful work both by teachers and pupils. The only really bad showing was at Enderby, a point where success might most reasonably be hoped for.

"The usual semi-annual examinations for entrance to a High School were held at Kamloops and Vernon. At the latter point the results were good; at the former the percentage of successful candidates was small. This seemingly poor result may be accounted for by the fact that a year ago an unusually large number entered High School from the Kamloops public school, thus leaving that school weak in entrance candidates. Again, candidates writing at Kamloops previous to the establishment of a High School there wrote on the central examination, which is, as it ought to be, easier than that set for city pupils with their superior advantages. This fact tended to make candidates too easily satisfied with their attainments, and consequently the examination found the best of them unprepared.

"One gratifying feature in connection with the entrance examinations held during the year was the general expression of satisfaction among teachers in regard to the character of the questions asked. Even teachers whose pupils disappointed them on the examinations have not accused the question-makers of unfairness. In this connection it may be well to mention the fact that some of our best teachers believe that, with so much of so many subjects to be studied for entrance work, teaching is apt to become superficial—children getting a vague knowledge of many subjects, a clear comprehensive knowledge of none. To avoid this danger, to ensure more thorough work, to enable good teachers to teach with pleasure, unmixed with fear, to enable the pupil to get such a clear grasp of certain portions of each subject prescribed that study ceases to be a dry, wearisome accumulating of disjointed facts, the question-maker can do much by giving more optional questions on the various subjects, and the examiner by insisting on the quality of knowledge displayed by candidates, rather than on the quantity.

"Passing from methods of testing the fitness of pupils to enter High Schools, one naturally turns to methods of teaching—methods of preparing pupils for such testing. Throughout the Inspectorate, much good teaching has been done; but there is still room for great improvement in many of the schools. In cases where poor, or even fair, work has been done, the failure or the lack of greater success may be due to one or more of many causes. As the majority of failures, however, may be traced to two causes, which, in turn, generally arise from a common cause, it may be well to point these out briefly.

"In the first place, a lack of love of study on the part of the teacher, followed inevitably by a hazy knowledge of subjects to be taught, makes successful teaching an impossibility. School work, under such conditions, is ever an uninteresting task to the teacher—a source of weariness to children. One of the greatest pleasures in inspectorial work is to pass from a school kept by an uncultured teacher, afflicted with mental inertia, to one taught by a teacher who loves knowledge so well that he cultivates an intimate acquaintance with it and is anxious to introduce his friend, knowledge, to the bright young souls whom it is his privilege to direct.

"In the second place, a lack of system in the management of a school (which often springs from the primal cause, hatred of or indifference to study on the teacher's part) is a very fruitful cause of poor or mediocre teaching. It is surprising to find how many teachers ignore, in whole or in part, article 6, clause 12, of the Rules and Regulations; but it is not surprising to find the extent of their failure in direct ratio to the extent they ignore it. A teacher without a good time-table is as the commander-in-chief of an army without a plan of campaign or even a map of the country in which he fights—doomed to failure.

"It may be urged that a slavish adherence to time-tables destroys the teacher's individuality, etc., etc. True; but the teacher with a good time-table need not be a slave to it, and the teacher without one too often has little individuality to be destroyed—or an individuality better destroyed than preserved.

"When asked for their written time-tables, many teachers explain that they have none but they have one in their minds. It generally requires only a short visit to the school of a teacher who carries his time-table in his mind to find that it is a very confused affair, much in harmony with his methods of teaching. Teachers and pupils alike remind one of a rudderless ship 'driven by the wind and tossed.'

"The Provincial Normal School is doing much to enable young teachers to marshal their own knowledge in an orderly way, to organise their classes in an intelligent manner, to lay out their school work so systematically as to bring order out of what would otherwise be disorder, to create interest and quiet enjoyment in study for pupils who would otherwise lack interest and find school work a tedious putting in of time. This is well, but more is needed. In the case of weaker teachers particularly, to the general preparation obtained by them in High School and Normal School must be added more careful special preparation day by day. With a reasonable amount of general preparation, together with a love of study that will lead to some definiteness of knowledge and a systematic endeavour to impart it, minor difficulties in the class room, such as lack of interest, careless work, idleness, poor discipline, tardiness and irregularity of attendance will disappear and teaching will become more pleasant and more profitable work for teachers and pupils.

"Many teachers during the past year have been enquiring for remedies for many of the more conspicuous ills too common in the class-room. It is in the hope of helping such enquirers and possibly arousing some who have not even reached the enquiring stage, that the two most certain sources of school difficulties have been referred to at such length above. Numerous minor remedies might be mentioned; but there is little doubt that the teacher who removes the two main sources of difficulty—vagueness of knowledge and lack of system—will experience little trouble and will discover minor remedies, should such be needed. Until the main causes are removed, however, all other devices are doomed to failure.

"Subjoined you will find a synopsis of reports sent you during the year.

"I have, etc.,

"J. S. GORDON,

"Inspector of Schools."

"CITY SCHOOLS.

"KAMLOOPS, DIVISION I.—Inspected November 3rd, 1904, and March 17th, 1905; average attendance, 34.5. The work is well planned and the course of study carefully followed. The standing and tone of the classes are satisfactory; teacher working hard and pupils interested.

"KAMLOOPS, DIVISION II.—Inspected November 3rd, 1904, and March 16th, 1905; average attendance, 42. Under the present teacher this division continues to do excellent work.

"KAMLOOPS, DIVISION III.—Inspected November 4th, 1904, and March 16th, 1905; average attendance, 39. Work of the year satisfactory; considerable improvement noticeable in March, particularly in reading, spelling, writing and number work.

"KAMLOOPS, DIVISION IV.—Inspected November 4th, 1904, and March 15th, 1905; average attendance, 44.5. Year's work highly encouraging; as discipline improved and interest in study increased, good progress resulted.

"KAMLOOPS, DIVISION V.—Inspected November 7th, 1904, and March 15th, 1905; average attendance, 45.5. The work of the year has been unsatisfactory in spite of honest effort on the teacher's part. The discipline was weak. Too little interest was manifested in recitations and too much idleness in the seats. Work lacked care and thoroughness.

"KAMLOOPS HIGH SCHOOL.—Inspected November 7th, 1904, and May 25th, 1905; average attendance, 21.5. This school is in its first year, and if the work continues as it has begun good results must follow. Work is well planned and studies are energetically pursued.

"VERNON, DIVISION I.—Inspected December 6th, 1904, and May 8th, 1905; average attendance, 36.5. The attendance is good, the interest keen as a result of efficient teaching. The tone of this division is excellent and its standing good.

"VERNON, DIVISION II.—Inspected December 8th, 1904, and May 2nd, 1905; average attendance, 33. Faithful, intelligent work was done throughout the year. Though the drawing was weak in December, it was satisfactory in May. History was rather weak.

"VERNON, DIVISION III.—Inspected December 8th, 1904, and May 1st, 1905 ; average attendance, 39.5. Work of the year disappointing. A lack of interest, resulting in idleness and carelessness, is too manifest. The oral work is poorly done ; more preparation needed for it. Correcting class exercises while a class is reciting is unnecessary and a detriment ; more home work a necessity.

"VERNON, DIVISION IV.—Inspected December 7th, 1904, and May 1st, 1905 ; average attendance, 32.5. Discipline is weak but improving. Lessons should be shorter and more animated. Too much has been attempted in number work, resulting in a lack of thoroughness. Writing needs more attention.

"VERNON, DIVISION V.—Inspected December 7th, 1904, and May 2nd, 1905 ; average attendance, 40. The division is well graded and the work well planned, so that both teacher and pupils are always busy. School-life is made interesting and profitable for the little folk by the teacher's untiring efforts. The too frequent arrival of beginners in this division makes work very difficult.

VERNON HIGH SCHOOL.—Inspected December 6th, 1904, and May 9th, 1905 ; average attendance, 18. Attendance should be more regular to insure members of each class being kept together and receiving as much instruction as possible from a teacher who has at best too much to teach.

"RURAL SCHOOLS.

"*Cariboo District.*

"QUESNEL.—Inspected September 30th, 1904 ; pupils present, 18. Satisfactory work is being done in junior reading, spelling and writing. Senior arithmetic is well done, but literature and grammar are very weak.

"WILLIAMS LAKE.—Inspected October 3rd, 1904 ; pupils present, 9. Reading, spelling, writing and arithmetic are carefully done ; little else is attempted.

"*Lilloet District.*

"CLINTON.—Inspected October 6th, 1904 ; pupils present 18. The teacher has a good time-table and follows it. Careful instruction is given in all subjects. The standing and tone of this school have greatly improved under the present teacher.

"LAC LA HACHE.—Inspected October 5th, 1904 ; pupils present, 12. Drawing and writing are exceptionally good, due largely, I judge, to the care exercised by the teacher in all her own manual work. The register is a model of neatness.

"LAC LA HACHE, NORTH.—Inspected October 4th, 1904 ; pupils present, 8. Except in spelling no progress is being made. Too little energy is expended by the teacher ; and the children have become listless. The standing of the school is low, the tone poor.

"LILLOET.—Inspected October 18th, 1904 ; pupils present only 19, owing to sickness in the district. Careless work seems to have been done during the first quarter of the school-year. Work recently gone over is not known. More care is needed in manual work and more careful teaching in the intermediate and senior grades.

"PACHELQUA.—Inspected October 17th, 1904 ; pupils present, 7. School recently opened with not very encouraging outlook.

"PAVILION.—Closed at Christmas ; not inspected.

"*Yale District.*

"ARMSTRONG, DIVISION I.—Inspected November 30th, 1904, and May 12th, 1905 ; average attendance, 35. A tendency on the part of pupils to do careless work was too manifest in November. In May more interest was being taken in study. In a school where post-entrance work is taken up much work needs to be done by the pupils for themselves.

"ARMSTRONG, DIVISION II.—Inspected November 29th, 1904, and May 12th, 1905 ; average attendance 27. Though some progress was made during the year the standing and tone of this division are not what they should be.

"ARMSTRONG, DIVISION III.—Inspected November 29th, 1904, and May 10th, 1905 ; average attendance, 32. Writing and number work were poor in November, but much better in May. The teacher is endeavouring to do good work with encouraging results.

"ASHCROFT.—Inspected October 10th, 1904, and March 13th, 1905 ; average attendance, 33. The tone of the school is poor, the standing low. In nearly all work there is too great vagueness of knowledge. With twenty in the senior grade not a single one is aspiring to enter High School.

"BERLIN.—Not inspected.

"BLACK MOUNTAIN.—Inspected September 21st, 1904, and April 18th, 1905 ; average attendance, 7. The interest in work is keen and good progress is being made.

"BLUE SPRINGS.—Inspected May 3rd, 1905 ; pupils present, 11. More care is needed in manual work and arithmetic. In the latter too much is being attempted. Spelling is well taught, but more attention should be given to language work. All are working well.

"CACHE CREEK.—Inspected October 11th, 1904 ; pupils present, 11. The standing and tone of the school are satisfactory. In writing, the weak subject of last year, steady improvement is being made.

"CAMPBELL CREEK.—Inspected November 11th, 1904, and June 5th, 1905 ; average attendance, 12 ; spelling and number work, the weak subjects in November, showed considerable improvement in June. More interest was also being manifested in school work generally.

"CAMPBELL CREEK, SOUTH.—Inspected November 9th, 1904 ; pupils present, 15. All work is carefully taken up and thoroughly done.

"CANOE CREEK.—Inspected November 22nd, 1904, and March 27th, 1905 ; average attendance, 20. The standing and tone of the school are improving. Most of the work is well taught, but manual work continues weak.

"COLDWATER.—Inspected October 29th, 1904 ; pupils present, 7. School recently opened. The teacher is systematic, careful and thorough in all her work and imparts instruction well. All work is well done.

"COMMONAGE.—Inspected March 30th, 1905 ; pupils present, 10. Junior work, and writing and drawing are well done ; children interested in their work.

"CRAIGELLACHIE.—Inspected September 1st, 1904 ; pupils present, 8. A fair beginning is being made. Drawing needs more attention. Reading and number work are good—the result of last year's work.

"DEEP CREEK.—Inspected December 2nd, 1904, and May 15th, 1905 ; average attendance, 21. The teacher continues to do excellent work.

"DOLAN'S CORNERS.—Visited November 24th, 1904 ; school closed on account of illness of children. Inspected May 22nd, 1905 ; pupils present, 10. Fair work is being done in junior and intermediate grades. Writing is weak.

"DUCKS.—Inspected November 14th, 1904, and March 22nd, 1905 ; average attendance, 15. The standing and tone of the school have greatly improved under the present teacher. The children are working well.

"ENDERBY, DIVISION I.—Inspected November 28th, 1904, and May 19th, 1905 ; average attendance, 33.5. Drawing and writing were the only subjects especially defective in November. In May the tone of the school was very poor and the standing low.

"ENDERBY, DIVISION II.—Inspected November 28th, 1904, and May 19th, 1905 ; average attendance, 39.5. Fair work is being done. Attendance is too irregular to insure best results. Grading is defective.

"FAIRVIEW.—Inspected April 4th and 5th, 1905 ; average attendance, 19. Better work is being done by the children than heretofore—more earnestness as a result of systematic, careful and intelligent teaching.

"FOSTER'S BAR.—Opened during second term too late for inspection.

"GLENEMMA.—Inspected March 20th, 1905 ; pupils present, 11. Spelling is well done ; reading lacks expression ; number work and geography are fair ; writing and drawing are improving somewhat, though still weak.

"GRAND PRAIRIE.—Inspected March 21st, 1905 ; pupils present, 11. Very little interest is being taken in school matters by any one. The attendance is poor. Those attending regularly are doing fair work.

"HEDLEY.—Inspected September 8th, 1904 ; pupils present, 17. Closer application to work on the part of the pupils is essential to good results. The teacher is working under difficulties—room too small and poorly equipped.

"HOPE.—Inspected February 10th, 1905 ; pupils present, 12. The treatment of junior work is unsatisfactory. Too much is being attempted, resulting in poor work in all essential subjects.

"HOPE STATION.—Inspected October 25th, 1904, and February 10th, 1905 ; average attendance, 13.5. The teacher continues to do careful work. The children attend regularly and are working well in school. Seniors should do more work at home.

"KEEFERS.—Inspected October 20th, 1904, and March 9th, 1905; average attendance, 14. Good work is being done in the junior grade; but there is a lack of interest among intermediate and senior pupils, who are consequently making rather slow progress.

"KEREMEOS.—Inspected September 9th, 1904; pupils present, 9. Fair work is done in nature study, writing and spelling; but literature and arithmetic are poorly taught.

"KELOWNA, DIVISION I.—Inspected September 23rd, 1904, and April 19th, 1905; average attendance, 35.5. Good work is being done. The standing of the classes is improving and the tone continues good. With so many classes, the teacher has too little time to teach the various subjects; but the older pupils are doing considerable independent work.

"KELOWNA, DIVISION II.—Inspected September 23rd, 1904, and April 18th, 1905; average attendance, 33. The standing of the division is low, the tone fair.

"LANDSDOWNE.—Inspected December 1st, 1904, and May 11th, 1905; average attendance, 12.5. Careful work continued to be done throughout the year. The tone of the school is good and the standing satisfactory.

"LUMBY.—Inspected May 3rd, 1905; pupils present, 24. Good results are being obtained in most subjects; but manual work needs more attention.

"LYTTON.—Inspected October 13th, 1904, and March 8th, 1905; average attendance, 23.5. The work is carefully planned and the course of study followed. A marked improvement has been made in work formerly defective.

"LYTTON, NORTH.—Inspected October 14th, 1904, and March 7th, 1905; average attendance, 10. The attendance is regular, the interest in study keen, and the results obtained satisfactory.

"MABEL LAKE.—Inspected May 4th, 1905; pupils present, 13. Little progress has been made during the year.

"MARA.—Inspected September 2nd, 1904; pupils present, 11. At present the standing is low. The present teacher is beginning well; outlook for the year bright.

"MONTE CREEK.—Opened in March, 1905, but not inspected.

"NICKEL PLATE.—Opened after New Year. Not visited.

"NICOLA.—Inspected October 28th, 1904; pupils present, 16. The tone of the school is very poor and the standing low. Ignorance of all work supposed to be done in such a school is very manifest.

"NICOLA, LOWER.—Inspected October 31st, 1904, and June 1st, 1905; average attendance, 13. Careful work continues to be done. Writing has greatly improved, but spelling is weak. More energy might be thrown into the work.

"NORTH BEND.—Inspected October 21st, 1904, and March 6th, 1905; average attendance, 23. Three teachers were employed during the year. Classes retrograded during the first half-year. In March the outlook was brighter.

"NORTH THOMPSON.—Inspected November 8th, 1904; pupils present, 11. More energy is needed in the work of the school and a closer oversight of manual work must be exercised if the work formerly done is to be improved or even continued.

"NORTH THOMPSON, WEST.—Inspected November 10th, 1904; pupils present, 13. There is a lack of thoroughness in geography, history and literature. Pupils are not equipped properly for drawing, nor do they follow the instructions given in the books.

"NOTCH HILL.—Inspected November 21st, 1904; pupils present, 17. The work is poorly planned; the pupils are too often idle in their seats; the methods of teaching are poor; the standing and tone of the school are unsatisfactory.

"OKANAGAN.—Inspected September 21st and 22nd, 1904, and April 14th, 1905. Average attendance, 22.5. Work needs to be better planned, that more real teaching may be done; at present, there is too little in almost every grade. Lessons should be shorter, particularly for the younger pupils; and pains should be taken to arouse more interest in the classes.

"OKANAGAN FALLS.—Inspected April 6th, 1905; pupils present, 11. Very satisfactory work has been done during the year. All subjects are well taught.

"OKANAGAN LANDING.—Inspected December 5th, 1904, and April 20th, 1905; average attendance, 12. The teaching and discipline are poor. There is little interest in study, and little progress is being made.

"OKANAGAN MISSION.—Inspected September 20th, 1904, and April 17th, 1905; average attendance, 14. There were two teachers in charge during the year; both were inexperienced but had a normal training. They did good work as a result of honest, intelligent effort.

"OKANAGAN SOUTH.—Inspected September 19th, 1904, and April 13th, 1905 ; average attendance, 15.5. The standing of the school improved somewhat throughout the year. Manual work is very good ; but junior work is weak and seniors should be farther advanced.

"OTTER LAKE.—Inspected May 16th, 1905 ; pupils present, 20. Work is well laid out and carefully done. The grading is satisfactory and the course of study followed for the most part. More systematic teaching of arithmetic is needed.

"PEACHLAND.—Inspected September 15th, 1904, and April 11th, 1905 ; average attendance, 34. The standing and tone of the school were not satisfactory in September. In April more work was being done, and done more thoroughly. Less hurry and more thoroughness in junior work is desirable.

"PENTICTON.—Inspected September 14th, 1904, and April 7th, 1905 ; average attendance, 10.5. There were two teachers during the year. The second term's work was good.

"PRINCETON.—Inspected September 7th, 1904 ; pupils present, 13. Writing carefully done ; number work, arithmetic and drawing poor.

"ROUND PRAIRIE.—Inspected December 2nd, 1904, and May 15th, 1905 ; average attendance, 14. Junior and intermediate work weak during the first half-year ; but receiving careful attention during the second half.

"SAINT ELMO.—Inspected March 1st, 1905 ; pupils present, 14. Children backward in studies but attending regularly and working well. Good results are being obtained.

"SALMON ARM, EAST.—Inspected November 23rd, 1904, and March 28th, 1905 ; average attendance, 27. All work is well planned and faithfully done. Junior and intermediate work continues good. Irregular attendance of seniors interferes with their progress.

"SALMON ARM, WEST.—Inspected November 23rd, 1904, and March 29th, 1905 ; average attendance, 23.5. School was badly disorganised on account of sickness in November. In March the work was not well planned and there was consequently too much idleness and noise in the seats. Lessons were rather long and interest in them lacking.

"SAVONA.—Inspected November 2nd, 1904, and March 14th, 1905 ; average attendance, 12. Only junior and intermediate work is being done. In these grades, good results are being obtained with those attending regularly.

"SHUSWAP.—Inspected November 16th, 1904, and March 23rd, 1905 ; average attendance, 27.5. The course of study is followed and all work is carefully and thoroughly done. The methods employed in teaching are good ; the standing of the classes is high and the tone of the school excellent.

"SHUSWAP FALLS.—Inspected May 4th, 1905 ; pupils present, 8. There have been too many teachers in this school during the year, and consequently results obtained are unsatisfactory.

"SILVER CREEK.—Inspected November 24th, 1905 ; pupils present, 11. Better work is being done and more interest displayed than formerly. Writing continues poor.

"SIMILKAMEEN.—Visited September 9th, 1904 ; school closed.

"SPALLUMCHEEN.—Inspected November 30th, 1904, and May 10th, 1905 ; average attendance, 13.5. Better work was being done in May than in November. Still, there was room for further improvement. More energy needed to be expended and more interest awakened. Drawing was good but writing poor.

"SPENCE'S BRIDGE.—Inspected October 12th, 1904, and March 10th, 1905. The standing of this school is not satisfactory. The work lacks thoroughness. This is particularly noticeable in arithmetic and drawing.

"SPUZZUM.—Inspected March 3rd, 1905 ; pupils present, 12. By systematic, careful work, this school is being brought into better condition. Drawing is exceptionally well done.

"SUMMERLAND.—Inspected September 13th, 1904, and April 10th, 1905 ; average attendance, 43.5. This is a large, difficult school. There is a slight tendency on the part of the teacher to do too much for the pupils who, in consequence, do too little for themselves. The older pupils in such a large school need to be taught to be more self-reliant.

"TAPPEN SIDING.—Inspected November 25th, 1904 ; pupils present, 17. Careful and thorough work continues to be done in all grades. The attendance is regular, progress satisfactory.

"WESTBANK (formerly Okanagan, West).—Inspected September 16th, 1904, and April 12th, 1905 ; average attendance, 8. Progress was made in reading and spelling ; number work continued weak ; too much attempted resulting in confusion.

"YALE.—Inspected October 26th, 1904, and March 2nd, 1905 ; average attendance, 14.5. The standing and tone of the school have greatly improved during the year. While all work is intelligently done, literature is exceptionally well taught.

"The following schools were inspected in Inspectorate No. 2 :—

"ABBOTSFORD.—Inspected January 20th, 1905 ; pupils present, 22. Children work well in their seats and are attentive in class. Drawing is well done and spelling is satisfactory. More attention should be given to reading.

"AGASSIZ.—Inspected February 9th, 1905 ; pupils present, 40. The large classes are being well managed. Spelling and number work are somewhat weak, but good results are being obtained in arithmetic, literature, composition and geography.

"ATCHELITZ.—Inspected February 16th, 1905 ; pupils present, 14. Fairly satisfactory work is being done.

"BARNET.—Inspected January 12th, 1905 ; pupils present, 24. The teacher has perfect control of her classes and teaches well. Pupils work hard and are well behaved. More care might be bestowed on writing, drawing and reading.

"BURTON.—Inspected January 19th, 1905 ; pupils present, 17. The teacher is working faithfully and creditable results are being obtained.

"CAMP SLOUGH.—Inspected February 15th, 1905 ; pupils present, 29. There is too little energy expended. All manual work is carelessly done.

"CHEAM.—Inspected February 17th, 1905 ; pupils present, 35. This should be a good school, but the discipline is poor and the means taken to improve it are bad. Lessons are uninteresting ; teaching defective ; standing of school low ; tone poor.

"CHILLIWACK, DIVISION I.—Inspected February 23rd, 1905 ; pupils present, 41. Excellent work is being done in this division. The amount of energy and enthusiasm expended in teaching must produce good results.

"CHILLIWACK, DIVISION II.—Inspected February 21st, 1905 ; pupils present, 30. The standing of the pupils in this grade is low. Better discipline and closer application to study are needed.

"CHILLIWACK, DIVISION III.—Inspected February 20th, 1905 ; pupils present, 39. The children are well grouped in four classes, and work is so planned that teacher and pupils are always busy. All are interested and doing good work.

"CHILLIWACK HIGH SCHOOL.—Inspected February 23rd, 1905 ; pupils present, 24. The standing and tone of this school are satisfactory. Both teacher and pupils are doing good work.

"CHILLIWACK, EAST.—Inspected February 17th, 1905 ; pupils present, 35. The teacher has his work well planned and follows the course of study. His methods of teaching and his discipline are good. Pupils work well.

"CHILLIWACK, SOUTH, DIVISION I.—Inspected February 22nd, 1905 ; pupils present, 19. Careful work is being done particularly in drawing, arithmetic and composition.

"CHILLIWACK, SOUTH, DIVISION II.—Inspected February 21st, 1905 ; pupils present, 24. The teacher has good control of her pupils who work well in their seats and are attentive in class. The tone of the division is good but the standing is rather low.

"FAIRFIELD.—Inspected February 22nd, 1905 ; pupils present, 11. The course of study should be more closely followed. Standing of school too low in some subjects. Drawing is poor. Maps and globe should be used more in teaching geography.

"FERNDALE.—Inspected January 17th, 1905 ; pupils present, 20. Pupils work fairly well but do not strive to excel. The manual work is weak.

"HAMMOND.—Inspected January 23rd, 1905 ; pupils present, 18. The tone of the school is good, but the standing is rather low. The results are very uneven, some classes good, others poor in the same subject. All prescribed subjects are attempted and all work well.

"HANEY.—Inspected January 27th, 1905 ; pupils present, 9 out of an enrolment of 27. Those present lack energy and are not up to the required standard.

"HANEY, EAST.—Inspected January 25th, 1905 ; pupils present 17. The teacher has just returned after an illness and is a little out of touch with the work. The course of study has been followed carefully and considerable good work has been done by senior pupils. Number work and spelling need more attention.

"HARRISON RIVER.—Inspected February 7th, 1905 ; pupils present, 12. The teaching is well done and good results are being obtained in geography, grammar and arithmetic.

"HATZIC.—Inspected January 19th, 1905 ; pupils present, 27. This is a well conducted school—work well planned and energetically done as is necessary where there are so many children. The standing of the school is high, the tone excellent.

"HATZIC PRAIRIE.—Inspected January 18th, 1905 ; pupils present, 16. Satisfactory progress is being made in spelling and language work ; arithmetic is poor.

"HUNTINGDON.—Inspected January 30th, 1905 ; pupils present, 4. Those present know little and apparently care less about all subjects on which they were examined. Nothing short of a complete reformation is needed here.

"JUNCTION, DIVISION I.—Inspected January 13th, 1905 ; pupils present, 18. Excellent work is being done. Pupils work with rapidity and accuracy along almost all lines. Drawing alone is weak.

"JUNCTION, DIVISION II.—Inspected January 13th, 1905 ; pupils present, 22. Thorough and intelligent work is being done. Intense interest is taken in study by all concerned. Drawing, however, is poor.

"LILLOOET, SOUTH.—Inspected January 27th, 1905 ; pupils present, 15. The teacher is well equipped with text and reference books. If anything, she works too hard ; but with encouraging results as far as her pupils are concerned.

"LOTBINIERE.—Inspected February 21st, 1905 ; pupils present, 27. Slower progress and more thorough work are needed. The standing of the school is low. The results in geography, arithmetic, history and composition are not satisfactory.

"MAJUBA HILL.—Inspected February 14th, 1905 ; pupils present, 13. This is a poor, lifeless school. The children are extremely deficient in all subjects taught and have no apparent desire to improve.

"MAPLE RIDGE, DIVISION I.—Inspected January 24th, 1905 ; pupils present, 20. There is evidence of intelligent teaching in all subjects. The standing and tone of the division are highly satisfactory.

"MAPLE RIDGE, DIVISION II.—Inspected January 24th, 1905 ; pupils present, 21. In this division careful, thorough and systematic instruction is given in all classes and good results are obtained.

"MATSQUI.—Inspected January 16th, 1905 ; pupils present, 32. Work is well planned ; and good results are obtained particularly in manual work.

"MISSION, DIVISION I.—Inspected January 9th, 1905 ; pupils present, 24. New teacher begins work to-day. The standing of the classes is not high.

"MISSION, DIVISION II.—Inspected January 9th, 1905 ; pupils present, 42. The children are well managed in class and well taught ; but their interest is not so keen in the seats, where there is consequently too much noise for best results.

"NICOMEN.—Inspected February 8th, 1905 ; pupils present, 12. No senior work is being done. With the exception of spelling and number, the work of the school is poor—too much haste, too little thoroughness.

"NICOMEN, NORTH.—Inspected February 8th, 1905 ; pupils present, 15. Fair work is done in most subjects ; spelling is well taught ; in geography the pupils are weak ; the manual work is good.

"PORT MOODY.—Inspected February 3rd, 1905 ; pupils present, 37. This is a large, vigorous school. The children work rapidly, accurately and, for the most part, neatly. Reading is exceptionally good, while satisfactory results are obtained in language work, arithmetic, writing and spelling.

"ROSEDALE.—Inspected February 15th, 1905 ; pupils present, 38. In this large school good work is done, especially with younger pupils. All are in earnest and working well. So little time being available for overseeing manual work it is somewhat weak.

"SILVERDALE.—Inspected January 11th, 1905 ; pupils present, 21. The standing of the school is low ; the tone poor. Closer application to work is needed, and first principles need to receive more attention to overcome the vagueness of knowledge now too common in many subjects.

"STAVE RIVER.—Inspected January 10th, 1905 ; pupils present, 13. Careful and thorough work is being done ; the course of study is followed, pupils are attentive in class and work well in their seats. Geography is weak ; but good results are obtained in drawing, spelling, reading and number work.

"SUMAS.—Inspected February 16th, 1905 ; pupils present, 23. There is a lack of concentration and close application to study on the part of many pupils and a consequent lack of thoroughness in their work.

"SUMAS, SOUTH.—Inspected February 16th, 1905 ; pupils present, 15. The attendance is good and all are working carefully and earnestly—consequently satisfactory results.

"SUMAS, UPPER.—Inspected January 31st, 1905; pupils present, only 10 out of 24. The children are not sufficiently interested in their work. Consequently too little is being done by them and the standing of the classes is low.

"WEBSTER'S CORNERS.—Inspected February 2nd, 1905; pupils present, 9. The teacher lacks both training and experience; but is working well and with good results in some subjects. Senior work and writing require different treatment.

"WHONNOCK.—Inspected January 10th, 1905; pupils present, 19. All manual work is neatly done, except drawing. More care is needed in number work and arithmetic. The tone of the school is good."

REPORTS OF CITY SUPERINTENDENTS.

VICTORIA SCHOOLS.

"VICTORIA, B. C., November 13th, 1905.

"*Alexander Robinson, Esq.,*
" Superintendent of Education, Victoria, B. C.

"SIR,—I have the honour to submit my report of the Victoria City Schools for the school-year ending June 30th, 1905.

"The teaching staff consisted of 66 regular teachers, 58 in the Common Schools and 8 in the High School. The previous year there were 57 in the Common Schools and 7 in the High School. The number of full time special instructors—3 manual training, 1 domestic science and 1 calisthenics and drill—remained the same as in 1903-4; but, in addition, a part time service as drill instructor in the High School was rendered by Master Gunner Mulcahy. The average annual salary of the regular teachers was \$770.90, and of the full time special teachers \$920; in the former case, an increase of \$25.82 over the year before. There was a reduction of \$30,000 in the total expenditure, and of over \$2 in the cost per pupil, as compared with the previous year. The totals follow:—

"School Expenditure.

	1903-4.	1904-5.	Decrease.
"Total expenditure, current account	\$75,256 09	\$72,247 68	\$3,008 41
Cost of tuition and supervision	58,805 65	57,624 00	1,181 65
Miscellaneous expenditure	16,450 44	14,623 68	1,826 76
Cost per pupil (daily average attendance) ..	30 99	28 83	2 16

"The total number of pupils enrolled during the year, the average number attending each month, the average daily attendance for the year and the average daily per cent. for the year are shown in the following table; first for the High and Common Schools together, and second for the High School alone:—

"Attendance.

High and Common Schools.	1904-5.	1903-4.	Increase.
Number enrolled during the year.....	3,129	3,129	..
Average monthly attendance.....	2,715	2,665	50
Average daily attendance	2,506	2,427	79
Average daily attendance, per cent.....	80	78	2
High School alone.			
Number enrolled during the year	267	250	17
Average monthly attendance.....	216	190	26
Average daily attendance	209	173	36
Average daily attendance, per cent	78	61	17

"There has been no change in the conditions of the schools in respect to accommodation. The Board asked the Council to submit to the ratepayers a by-law asking for authority to borrow \$30,000 for a new building in Victoria West. This was done on the 21st of July, but the requisite sixty per cent. assenting vote was not obtained. The vote was 462 for and 417 against. The by-law submitted the year before was defeated by a vote of 375 for and 440 against. At the same rate of gain in public sentiment it may reasonably be expected that the next vote will show the necessary majority in favour of the new buildings required to furnish suitable and sufficient accommodation for the schools of the City.

"At the Christmas and June examinations for High School Entrance Certificates, there were from all the schools 164 candidates, 91 of whom were under fifteen years of age, and 21 over fifteen years. The number that failed to pass was 66, of whom 31 were under fifteen years of age, 26 were fifteen, and 9 were over fifteen. In the following table are shown the number of candidates from each school who passed the examinations of 1904-5, at the ages indicated in the first column.

"Ages at which pupils of 1904-5 received High School Entrance Certificates.

Age.	Boys' Central.	Girls' Central.	North Ward.	South Park.	Victoria West.	Total.
11	..	2	..	..	..	2
12	3	3	3	1	..	10
13	5	5	5	5	4	24
14	4	9	7	3	1	24
15	10	7	3	4	2	26
16	4	3	1	..	..	8
17	1	2	..	1	..	4
Total.....	27	31	19	14	7	98
Av'ge age..	14.3	14	13.7	14	13.7	14

"In last year's report I called attention to the fact that the percentage of pupils presenting themselves for admission to the High School at an age less than fifteen had steadily risen year by year from 38 per cent. in 1899 to nearly 58 per cent. Last year the percentage, alike of those who offered and of those who passed, before the age of fifteen, was over 61 per cent. This gradual lowering of the age at the completion of the common school course is a healthful symptom.

"I have analysed the returns of the last two entrance examinations in order to ascertain how, judged by examination results alone, the teaching of one subject compares in effectiveness with the teaching of other subjects in the same school; and how the different schools compare one with the other in the effectiveness of the teaching of the same subject. That the relative quality of the instruction cannot in all cases be properly estimated by the results of examinations will be readily admitted. For instance, more pupils received a mark above 50 per cent. in reading than in any other subject; but because the conditions under which the marks in this subject are awarded are necessarily different from those under which candidates are rated in other subjects, it is hardly a safe inference that reading is better taught in the Victoria Schools than any other subject. Again, in most subjects it depends very much upon the nature of the questions on the paper and the relative values assigned them whether cramming or teaching gives the larger returns in examination marks. With this caution as to the inferences to be drawn from them, I submit the following tables.

"In the first I have shown the number of candidates, successful and unsuccessful, whose mark was 50 per cent. or more in the respective subjects; while in the second, which has reference only to the successful candidates, are given the number rated in individual subjects 50 per cent. or more, the number rated 40 to 49 per cent., and the number rated 34 to 39 per cent.

"In both tables the order in which the subjects are arranged is the order fixed by the column of totals; the subject, that is, in which the largest number of pupils were marked as high as 50 per cent., is placed first, and the others in the descending order of their respective totals. The similarity of the order of subjects in the two tables is noticeable, the only differences being in the position of dictation in respect to the two histories, and the interchangeable position of grammar and literature:—

Table showing the number of candidates from each school whose mark in the respective subjects was 50 per cent. or more :—

SUBJECTS.	Boys' Central, 39 Candidates.	Girls' Central, 39 Candidates.	North Ward, 33 Candidates.	South Park, 39 Candidates.	Victoria West, 14 Candidates.	Total, 164 Candidates.
Reading	39	39	32	31	14	155=94%
Writing	22	36	30	21	12	121=73%
Geography	36	26	18	27	7	114=69%
Dictation	20	36	25	16	9	106=64%
Canadian History	31	18	23	18	7	97=59%
British History	31	19	14	14	6	84=51%
Arithmetic	18	24	13	22	7	84=51%
Grammar	18	20	12	12	21	83=50%
Literature	18	22	13	18	5	76=46%
Drawing	19	22	3	3	2	49=29%
Nature Study	6	12	6	9	5	38=23%

Table showing for each school the number of successful candidates whose mark in the respective subjects was 50 per cent. or more, the number of those whose mark was from 40 to 49 per cent., and the number of those whose mark was 34 to 39 per cent. :—

SUBJECT.	Boys' Central, passed 27.			Girls' Central, passed 31.			North Ward, passed 19.			South Park, passed 14.			Victoria West, passed 7.			Total passed, 98.		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Reading	27	0	0	31	0	0	19	0	0	12	2	0	7	0	0	96=98%	2	0
Writing	17	9	1	30	1	0	18	1	0	10	4	0	7	0	0	82=84%	15	1
Geography	26	1	0	22	5	4	10	6	3	14	0	0	7	0	0	79=81%	12	7
Canadian History	26	1	0	18	5	8	16	2	1	10	2	2	4	3	0	74=76%	13	11
British History	23	3	1	19	8	4	13	2	4	10	3	1	5	2	0	70=71%	18	10
Dictation	6	13	6	30	0	1	19	0	0	9	2	3	6	0	1	70=71%	17	11
Arithmetic	17	5	5	23	5	3	11	4	4	12	1	1	3	3	1	66=67%	18	14
Literature	14	10	3	22	8	1	10	6	3	10	4	0	5	2	0	61=62%	30	7
Grammar	18	1	8	18	10	3	11	7	1	9	4	1	1	4	2	57=58%	26	15
Drawing	15	8	4	19	6	6	2	4	13	1	5	8	2	1	4	39=39%	24	35
Nature Study	4	10	13	10	14	7	4	9	6	6	4	4	4	2	1	28=28%	30	31

Column A gives the number obtaining 50 per cent. or more; column B, the number obtaining from 40 to 49 per cent.; and column C, the number obtaining 34 to 39 per cent.

"The examination regulations prescribe two 'pass' conditions, 34 per cent. for each subject and 50 per cent. as an average for all subjects. But of the 68 unsuccessful candidates, all but one failed to get the 50 per cent. total; in other words, all the candidates offering, who reached the 50 per cent. total, got also the necessary 34 per cent. on individual subjects. It follows, therefore, that the subjects which contributed most towards the average of 50 per cent., *i. e.*, were generally above that figure, were the most influential in determining the pass list. Thus it appears from the tables that, as contributory to the success of the pupils, reading and writing were most influential, while drawing and nature study were least so.

"Writing, it will be observed, comes second in the two tables. In the first, 73 per cent. of all the candidates, and in the second 84 per cent. of the successful candidates, are shown to have been credited with over 50 per cent.; showing that the examiner, at least, does not take a very pessimistic view of the efficiency of the teaching of penmanship in the Victoria schools.

"The relatively high rating of geography, the highest among the severer subjects, is gratifying, though the methods of instruction are susceptible of still further improvement. The dictation papers, marked for spelling and punctuation, give this subject a fairly good place; but not as good, I am sure, as if the test were for spelling alone.

"That the teaching of drawing and nature has been lamentably inadequate to meet the requirements of the examination is obvious; though the former of these subjects takes a fair position in the returns from the two Central Schools. The showing for nature study would no doubt have been worse had the subject been dissociated in the examination from hygiene, which is taught from an easy text-book.

"Further: Eliminating from the returns the marks for the three subjects, reading, writing and dictation, it appears that of the 98 pupils who passed, only 67 got the necessary average of 50 per cent. in the remaining eight subjects. In other words, 31 pupils, or nearly one-third, made up for deficiencies in the severer subjects by good marks in the three in which the examination tests make the least demand upon purely intellectual attainments. Thus, without the help of these three subjects, there would have passed from the different schools as follows:—

"Boys' School, 26 instead of 27; Girls' School, 16 instead of 31; North Ward, 9 instead of 19; South Park, 10 instead of 14; Victoria West, 6 instead of 7.

"It is a great pleasure to me to be able to report a very generally satisfactory condition of the schools throughout the year. Especially must I commend the fidelity and the enthusiasm of the teachers in all that pertained to their work. One could not have more loyal and sympathetic colleagues than I have in the members of the Victoria staff. Indeed, it is quite in order to report that as between teachers, City Superintendent, Trustees and your Department the utmost good feeling has characterised the conduct of school affairs.

"The number of class-room visits made by the City Superintendent during the year was a little over 600.

"May I, in conclusion, thank you for the uniformly courteous consideration given to all matters which I had the honour to bring officially to your attention.

"I have, etc.,

"F. H. EATON,

"*Superintendent, Victoria City Schools.*"

VANCOUVER SCHOOLS.

"VANCOUVER, B. C., September 15th, 1905.

"*Alexander Robinson, Esq.,*

"*Superintendent of Education, Victoria, B. C.:*

"SIR,—I have the honour to submit my annual report on the Vancouver City Schools for the year ending June 30th, 1905.

"The enrolment for the month of April, which was 5,267, was the highest for any month during the year, and exceeded the enrolment for April, 1904, by 641. In my report of a year ago reference was made to two new buildings in course of construction. These were occupied, the West Fairview School in November, and the new High School in January. Notwithstanding the increased accommodation afforded by these buildings, five schools were crowded before the end of the year. Partial relief has been given these schools by the completion of a modern four-roomed building at Grand View, and the erection of a temporary building of the 'knock down' type on the Roberts School ground. Further relief will be given by the erection at once of temporary buildings at Cedar Cove and Mt. Pleasant, and by the construction in Fairview of a large stone building to be used as a Model School.

"All school property has been kept in good condition and extensive improvements have been made. Early in the year the School Board offered prizes to High and Public School pupils of the City, for the best plans for the laying out and beautifying of the High School grounds. The plan taking first prize was, with a few alterations, adopted and the work carried on under the direction of a competent engineer. The Strathcona School grounds were re-graded and drained. The heating and ventilating system of the Mt. Pleasant School was greatly improved by extensive changes, and by the addition of an electric motor and fan. Five

schools now secure ventilation by means of a fan. The chemistry room in the High School was fitted with all appliances necessary to enable a full class to perform experiments at the same time. This room, in the opinion of a prominent university professor, is one of the best arranged and most suitable to be found in any High School in Canada. A large amount of physical and chemical apparatus was added to the science equipment during the year. Substantial additions to the Public School equipment were made by the purchase of music charts, supplementary readers and library books. Each school now has a small library, which we hope will rapidly become larger. As rapidly as possible, double desks are being re-placed by single desks, two car-loads of single desks having been used in less than two years.

"The teaching staff at the close of the year consisted of 11 High School teachers, 96 Public School teachers and 3 manual training teachers. Of the High and Public School staff, 20 held academic certificates, 17 being graduates in Arts, 33 held first class certificates, 50 second class certificates, 3 third class certificates, and 1 a temporary certificate.

"The results of the year's work have been satisfactory. The discipline in all schools has been well maintained, and all subjects of the curriculum have been carefully and successfully taught. Excellent results have followed the introduction of supplementary reading in the junior grade. The judicious use of the school libraries has materially assisted the teaching of such subjects as language, geography and history. The writing in all grades continues to improve. The nature study lessons have not been as satisfactory as desirable, but improvement may be looked for as a result of the changes outlined in the new Course of Studies. One hundred and fifty-two pupils passed the entrance examination into the High School at the Christmas and Midsummer examinations, as against 110 for the preceding year. The number of pupils passing the various High School and College examinations was fully up to the excellent record of former years.

"For one year music has been systematically taught to all intermediate and junior grade pupils. This year the work will be extended to include senior grade pupils. Very gratifying progress has been made by all classes. As many teachers were without any musical training, it was necessary for the Supervisor, Mr. Hicks, to organise teachers' classes in each school. With the instruction received in these classes, and with the assistance given by the Supervisor on his regular visits to the various rooms, the teachers have succeeded in making music both a pleasant and a profitable study.

"The manual training classes continue to do excellent work. In order that parents might become familiar with the training given in three woodwork centres, evening sessions were held the last month of the school-year. No better evidence of the popularity of this part of the school course could be desired than the large attendance of interested parents who crowded the rooms each night. Some attention was given during the year to manual training in the junior grade. Very creditable work was done in mat weaving, paper cutting, paper folding and plasticine modelling. A domestic science centre is now being fitted up, and in a short time classes will be organised. This department will be under the direction of Miss Elizabeth Berry, a graduate of the Macdonald Training School, Guelph, Ontario.

"For one year instruction in preliminary drill has been given to all Public School pupils. It was a debatable question whether better results would follow an extended course with about 600 boys, or a more limited course with all pupils, boys and girls. The more limited course was tried, with such benefit to the discipline of the schools that it will be continued. Systematic physical exercises were continued under the supervision of the drill instructor. The High School Cadet Corps have made rapid progress in drill, and on parade present a very fine appearance.

"The first systematic attempt to test the eyes of all pupils attending the schools was made about a year ago. The examination was conducted by the teachers, with the following results: Pupils examined, 3,386; number of pupils whose eye-sight was defective, 576; number of pupils who consulted a physician, 135. Without doubt many more pupils were taken to physicians than our records show. As a result of the examination, many parents learned for the first time that their children could not see well, and were able to remedy the defect by following the advice of a physician.

"I have, etc.,

"W. P. ARGUE,

"City Superintendent."

PROVINCIAL NORMAL SCHOOL.

—o—

REPORT OF PRINCIPAL.

"NORMAL SCHOOL, VANCOUVER, B. C., 10th May, 1905.

*"Alexander Robinson, Esq.,**"Superintendent of Education, Victoria, B. C.:"*

"SIR,—I have the honour to submit the following report of the Provincial Normal School for the year ending April, 1905:—

"The work during this year has not materially varied from that of previous years, a summer session for teachers being still required. As the Roberts School was inconveniently crowded and one wing of the new High School building completed, we were required to remove to the latter building in November. The Board of Trustees has given us the use of four rooms for Normal School purposes and two rooms for primary classes, under the name of 'Model School,' and has also placed these classes under our immediate supervision; but as our senior and intermediate grade classes have been retained in the Roberts School, considerable inconvenience has been experienced in carrying out our practical work. Still, in spite of these difficulties, which are inevitable in a rapidly growing city, we feel that much has been accomplished for the advantage of students who have attended these sessions; more especially for those who have had no previous experience, and who must be better fitted for their work by the close criticism and constant supervision to which they have been subjected.

"SUMMER SESSION.

"This session commenced on July 4th, 1904, and ended on September 30th, 1904. Being the last summer session, the number of students was larger than it would otherwise have been. The total enrolment was 33, of which number 32 obtained diplomas, the only failure being that of one student whose non-professional certificate had expired and who was, therefore, ineligible. As these students were experienced teachers, more attention was given to the theoretical than to the practical side of Normal School work.

"WINTER SESSION.

"This session commenced on October 3rd, 1904, and terminated April 13th, 1905. There were 64 students enrolled, of whom 57 obtained diplomas. By permission of your Department, we were enabled to grant diplomas with 'Honours' to those showing very special aptitude. Accordingly, three 'Honour Diplomas' were granted.

"The same difficulty has been experienced in this as in preceding sessions, namely, the want of better correlation between the subjects taken up in the High School and the Public School courses. The absence of thorough grounding in those branches comprised in nature study, physical geography and drawing cannot be remedied in the short time at our disposal, and will inevitably lead to imperfect, if not to erroneous, teaching of these subjects in our Public Schools. We have done what we could to assist the students in these branches, but it has been at a great expenditure of time, which should have been devoted to more strictly professional work. We trust that in any new arrangement of the High School curriculum, this point will have your consideration—especially in view of the remark made by you in the last Report 'that these schools are largely preparatory schools for teachers.'

"The increasing population near the new High School building will demand the establishment of a new Public School in that district at an early date. This will give an excellent opportunity to the Council of Public Instruction to establish a Model School in connection with the Normal School, without disturbing existing conditions. We would respectfully suggest that arrangements be made with the Board of School Trustees, whereby such school may be definitely attached to the Normal School. As has been already mentioned, our practical work is greatly hampered by the want of a well-graded Model School, both for type-lessons and for practice work.

"In conclusion, we beg to express our hopes that the time is not far distant when the Provincial Normal School will be provided with a building of its own, and thus not be compelled to trespass on the limited school accommodation of this City; and at the same time we desire to express our thanks to the Board of School Trustees for its constant readiness to assist us in our work by every means in its power.

"I have, etc.,

"WILLIAM BURNS, *Principal.*"

TEACHERS' EXAMINATION, 1905.

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The annual examination of candidates for certificates of qualification to teach in the Public Schools of the Province began on July 4th, 1905, and was held simultaneously in Chilliwack, Cumberland, Grand Forks, Kamloops, Nanaimo, Nelson, New Westminster, Revelstoke, Rossland, Vancouver, Vernon and Victoria.

The Examiners appointed to act with the Superintendent of Education were W. P. Argue, B.A., J. W. Church, M.A., Frank H. Eaton, M.A., Edward B. Paul, M.A., James C. Shaw, M.A., and David Wilson, B.A.

The list of successful candidates appeared in the British Columbia Gazette of August 3rd, 1905, as follows:—

ACADEMIC CERTIFICATES.

(Names in alphabetical order).

Allen, Bernard R., B.A., McMaster University, Toronto.
 Baker, Francisca E., B.A., University of Manitoba.
 Blanchet, Aline, B.A., Mt. Allison University, New Brunswick.
 Brunt, Howard D., B.A., Dalhousie University, Halifax.
 Clarke, Earl W., B.A., University of Toronto.
 Dixon, Frederick B., B.A., McMaster University, Toronto.
 Estabrooks, Helena, B.A., Mt. Allison University, New Brunswick.
 Fillmore, Charles L., B.A., Mt. Allison University, New Brunswick.
 Fox, Roberta K., B.A., Western University of London, Ontario.
 Haverstock, William E., B.A., Dalhousie University, Halifax.
 Lane, Charles H., B.A., Mt. Allison University, New Brunswick.
 Langley, Celia G.
 Logan, Elizabeth M., B.A., Dalhousie University, Halifax.
 Morrison, James, M.A., University of Edinburgh.
 Macdonald, Blanche, B.A., Dalhousie University, Halifax.
 MacLaurin, Donald L., B.A., McMaster University, Toronto.
 McKee, George E., B.A., University of Manitoba.
 Peppard, Sara I., B.A., Dalhousie University, Halifax.
 Perry, Aaron, M.A., University of Acadia College, Nova Scotia.
 Pitblado, Christina D. Y., LL.A., St. Andrew's University, Scotland.
 Potts, Jerrald C., B.A., University of Toronto.
 Rogers, Stephen H., B.A., University of Acadia College, Nova Scotia.
 Sedgewick, Garnet G., B.A., Dalhousie University, Halifax.
 Sissons, Charles B., B.A., University of Toronto.
 Souper, Noel B., B.A., Cambridge University, England.
 Spark, George, B.A., University of Toronto.
 St. James, Leah A., B.A., McGill University, Montreal.
 Thomas, Louise L., B.A., Dalhousie University, Halifax.
 Watson, James L., B.A., University of Toronto.
 Yuill, Etta J., M. A., University of Acadia College, Nova Scotia.

FIRST CLASS CERTIFICATES.

(Names in alphabetical order).

Ankers, Gertrude D.	Mogee, Jennie D.	MacLachlan, Etta.
Hindle, Lucy E.	McEwen, Agnes E.	Peck, Helen R.
Hoffard, Ella J.	MacKay, Hattie A.	Pottinger, Kate I.

RENEWAL CERTIFICATES FOR LENGTH OF SERVICE.

Offerhaus, R.	Sinclair, James W.
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SECOND CLASS CERTIFICATES.

(Names in alphabetical order).

Anderson, Mary H.	Grant, May B.	McQueen, Fanny A.
Anderson, Daniel J.	Hamilton, Evelyn S.	Nisbet, Elinor G.
Atkinson, Emily.	Hastings, Marion L.	O'Dwyer, Mabel A.
Bailey, Adelaide S.	Henniger, Mrs. Agnes M.	Periard, Rhoda G.
Banton, Florence W.	Holt, Mabel.	Philip, Muriel.
Bowell, William A.	Laidley, Lila K.	Pope, Stanley D. H.
Bowman, Clytie L.	Mallory, Edith M.	Robertson, Jessie.
Broe, Lawrence.	Milligan, Charlotte.	Shaver, Morris E.
Carson, Robt. H.	Moore, David M.	Smith, Edith T.
Clement, Mary A.	Murray, Elizabeth.	Street, Emily C.
Coghan, Roberta S.	McBride, Mary D.	Thom, Elizabeth.
Copeland, Gertrude M.	McCain, Minnie C.	Thomas, David J.
Dingwall, Robina A.	McCutcheon, John F.	Thomson Isabel H.
Eldridge, Dorothy C.	McDonald, Edna C.	Van Sickel, Mabel A.
Findlay, Mary E.	McDonald, Benson S.	Walker, Susan E.
Gillies, Isabella A.	McEwen, Cecil.	Wall, Rosannah.
Graham, Alexander.	McKinnon, Gertrude.	Weismiller, Ethel M.
Grant, Maude H.	McNair, Clara.	Winter, Myrtle H.

THIRD CLASS CERTIFICATES.

(Names in alphabetical order).

Anderson, John G.	Henderson, Violet E.	Nicholson, Jessie R.
Andrew, Amy K.	Hicks, Salome M.	Nordstrom, George.
Best, Esther M.	Hodder, Horatio.	Plaxton, William.
Buchanan, Bessie.	Hoops, Eileen C.	Reed, Ethel M.
Calbick, Letitia.	Howe, Ida G.	Robertson, Annabella.
Cochrane, Donald.	Johnson, Florence B.	Russell, Marian.
Colbeck, Alice D.	Johnson, Margaret.	Saunders, Montague B.
Cook, Annie B.	Kennedy, Emily.	Schon, Violet.
Corder, Florence V.	Mangan, Jane.	Sorby, Henley E.
Cummins, Lily A.	Manzer, Robert H.	Sorby, Norah.
Currie, Margaret.	Mills, Frederick R.	Stevens, Lena.
Dodds, Archibald J. W.	Muir, Louise M. McD.	Strang, Marguerite.
Goodeve, Myra M.	Munro, Isabel M.	Tait, Ernest L.
Grant, Fannie I.	McEwen, Herbert B.	Taylor, Mabel.
Harlow, Mrs. Lucy B.	Nicholson, Alice M.	Thompson, Jennie.

THIRD CLASS CERTIFICATES RENEWED FOR ONE YEAR, UNDER SECTION 71, "SCHOOL ACT."

(Names in alphabetical order.)

Bell, Ettie L.	Crawford, Dora.	Holmes, Mary H.
Booth, Annie.	Creech, Mary M.	Howell, Ada M.
Bowell, Bertha J.	Eastman, Bessie G.	Knapp, Thomas E.
Bradley, Emily.	Ford, Mabel R.	Laurence, May.
Brethour, Margaret M.	Frame, Margaret M.	Leighton, Annie L.
Brethour, Helen.	Gibson, Frances.	Lister, Ellen.
Brown, Elizabeth E.	Gibson, Grace E.	Lovell, Elizabeth S.
Buttimer, Annie L.	Gibson, Margaret.	Marsden, Sarah.
Cameron, Bertha I.	Godson, Grace A.	Mellard, Carrie E.
Carson, Ellen M.	Griffiths, Ada W.	Moore, Bibianne.
Carter, Louise J.	Haarer, Isabel K.	Muir, Maude.
Case, Henry O.	Hall, Carrie.	McDonald, Christina J.
Cathcart, Annie.	Hammond, David.	MacKenzie, Mrs. Lena B.
Cleveland, Jane M.	Hardie, Violet.	MacKenzie, John K.
Crankshaw, Cora H.	Hilbert, Rose A.	McMartin, Jane.

THIRD CLASS CERTIFICATES.—*Concluded.*

McQuarrie, Jessie K.	Read, Ellen R.	Sullivan, Margaret M.
Nicholles, Florence U.	Reid, Malcolm R. J.	Sutherland, James.
Northen, Harriet A.	Robertson, Ethel St. J.	Thomson, James W.
Ogilvie, Ernest W.	Robertson, Margaret M.	Toop, Ida M.
Plaxton, Elsie D.	Rolston, William G. M.	Ure, Irene E.
Pringle, Lena S.	Sharpe, Phoebe O.	Vannetta, Annie E.
Ramsay, Mary G.	Shrapnel, Elsie S.	Williams, Hattie B.
Ramsay, Margaret.	Starret, Mrs. Clara P.	Woodman, Annie M.
Rath, Annie.		

TEMPORARY CERTIFICATES FOR SIX MONTHS.

(Names in alphabetical order.)

Bate, Evelyn B.	Horton, Marion.	McVicar, Margaret M.
Brunton, Lulu J.	Lovell, Margaret H.	Roe, Samuel R.
Cooper, Evelyn, F. A.	Miller, Mabel M.	Ross, Roderick.
Davidson, Gordon C.	McArdle, Katharine B.	Smith, J. Ernest.
Few, May.	McLennan, Mrs. Ada J.	Van Alstine, Austin.
Haney, Annie B.	Macrae, Annie S.	Walton, Frances.
Harrison, Edna.		

ALEXANDER ROBINSON, B.A.,	} <i>Board of Examiners.</i>
W. P. ARGUE, B.A.,	
J. W. CHURCH, M.A.,	
F. H. EATON, M.A.,	
EDWARD B. PAUL, M.A.,	
J. C. SHAW, M.A.,	
DAVID WILSON, B.A.	

GENERAL REMARKS.

The Rhodes Scholarship Committee, after a careful examination, selected as the scholar for 1905 Israel Rubinowitz, of Vancouver, a graduate in Arts of McGill University. So many enquiries are received regarding the conditions governing the selection of a Rhodes scholar that it is considered advisable to incorporate in this Report the following memorandum :—

THE RHODES SCHOLARSHIPS IN CANADA.

The Trustees of the will of the late Mr. Cecil Rhodes issue the following memorandum for the information of educational authorities and intending candidates for Scholarships in Canada.

The election of scholars in Canada under the Rhodes bequest will take place each year during the month of January. The scholars will begin residence at Oxford in October of the year for which they are elected.

Each Scholarship is tenable for three years, and is of the value of £300 per annum.

In the Provinces of Ontario, Quebec, Nova Scotia and New Brunswick, it has been determined that nominations to the Scholarships shall be made by the Chartered Universities and Colleges of these Provinces in the following order :—

ONTARIO.

- 1906. Toronto University.
- 1907. Queen's University.
- 1908. Toronto University.
- 1909. McMaster University.
- 1910. Toronto University.
- 1911. Ottawa University.
- 1912. Queen's University.

QUEBEC.

- McGill University.
- Laval University.
- McGill University.
- Laval University.
- Lennoxville University.
- McGill University.
- Laval University.

NEW BRUNSWICK.

- 1906. University of New Brunswick.
- 1907. Mount Alison University.
- 1908. University of St. Joseph's College.
- 1909. University of New Brunswick.
- 1910. Mount Alison University.
- 1911. University of New Brunswick.
- 1912. Mount Alison University.

NOVA SCOTIA.

- Dalhousie University.
- Acadia University.
- Dalhousie University.
- King's College University.
- Dalhousie University.
- St. Francis College.
- Acadia University.

Where Universities make appointments the final decision shall be made through a Committee of Selection consisting of the President or Principal and four members elected by the Faculty of the University.

To provide for the representation of affiliated Colleges the Committee of Selection in Toronto University shall consist of the President and six members elected by the Faculty of the University.

In the other Provinces the selection of scholars will be made by the following Committees :—

PRINCE EDWARD ISLAND.

- His Honour the Lieutenant-Governor (Chairman).
- The Honourable the Chief Justice of the Supreme Court.
- The Chief Superintendent of Education.
- A member selected by the Staff of the Prince of Wales College.
- A member selected by the Staff of St. Dunstan's College.

MANITOBA.

A Committee of five members to be appointed annually by the University of Manitoba. The Committee for 1906 has been named as follows :—

The Honourable Chief Justice Debuc, Vice-Chancellor (Chairman).
 The Honourable Mr. Justice Richards.
 H. H. Chown, B. A., M. D.
 Mr. Justice Myers.
 G. J. Laird, Ph. D. (Secretary).

ALBERTA AND SASKATCHEWAN (One Scholarship).

His Honour the Lieutenant-Governor of Saskatchewan (Chairman).
 His Honour the Lieutenant-Governor of Alberta.
 The Honourable the Chief Justice of Saskatchewan.
 The Deputy Commissioner of Education of Saskatchewan.
 The Deputy Commissioner of Education of Alberta.

BRITISH COLUMBIA.

The Honourable the Chief Justice of the Supreme Court (Chairman).
 The Chief Superintendent of Education.
 Three other members to be named annually under the authority of the Trustees.
 For 1906 the three following gentlemen have been named :—
 The Honourable Justice Duff.
 David Wilson, Esq., B. A., Inspector of Schools.
 H. M. Stramberg, Esq., B. A., Principal of the High School, New Westminster.

ELIGIBILITY OF CANDIDATES.

1. Candidates shall be British subjects and unmarried. They must have passed their nineteenth, but not have passed their twenty-fifth, birthday on October 1st of the year for which they are elected.

2. An elected scholar must have reached at least the end of his sophomore or second year's work at some recognised degree-granting University or College of Canada.

3. Candidates may elect whether they will apply for the Scholarship of the Province in which they have acquired any considerable part of their educational qualification, or for that of the Province in which they have their ordinary private domicile, home or residence. They must be prepared to present themselves for examination or election in the Province they select. No candidate may compete in more than one Province, either in the same or in successive years.

4. Only candidates who have passed an equivalent to the Oxford Responsions Examinations, or those who are exempted from Responsions by the Colonial Universities' Statute, are eligible for election.

NOTE.—The Colonial Universities' Statute provides that any University in the British Dominions may apply to Oxford University to be admitted to the privileges of the Statute. If the application is accepted, students who have taken a full course for two years, including Greek, at the Colonial University, are admitted to advanced standing at Oxford, and are excused from Responsions.

The following Canadian Universities have applied for and been admitted to the privileges of this Statute, so that candidates coming from these Universities who have fulfilled the conditions are accepted as candidates for Rhodes' Scholarships without further examination :—

McGill University	Montreal.
Laval University	Quebec.
Toronto University	Toronto.
Queen's University	Kingston.
Dalhousie University	Halifax, Nova Scotia.
King's College University	Windsor, Nova Scotia.
Acadia University	Wolfville, Nova Scotia.
University of New Brunswick	Fredericton, New Brunswick.
Mount Alison University	Sackville, New Brunswick.
Manitoba University	Winnipeg, Manitoba.

In any doubtful cases of eligibility the decision of the Committee of Selection shall be final.

Candidates from colleges which do not enjoy the privileges of the Colonial Universities' Statute are required to pass the Responsions Examination of the University of Oxford or its equivalent. Arrangements are made for the conduct of this examination when necessary in each Province. The subjects and books assigned for Responsions vary slightly from year to year, and can be obtained when issued at Oxford, but the requirements for 1905 may be taken as indicating with sufficient accuracy the range of work.

Candidates were examined in the following subjects:—

1. Arithmetic—the whole.
2. *Either*, The Elements of Algebra,

Addition, Subtraction, Multiplication, Division, Greatest Common Measure, Least Common Multiple, Fractions, Extraction of Square Root, Simple Equations containing one or two unknown quantities, and problems producing such equations;

Or, the Elements of Geometry.

Elementary questions, including propositions enunciated by Euclid, and easy deductions therefrom, will be set on the subject-matter contained in the following portions of Euclid's Elements, viz:—

Book I. The whole, excluding propositions 7, 16, 17, 21.

Book II. The whole, excluding proposition 8.

Book III. The whole, excluding propositions 2, 4-10, 13, 23, 24, 26-29.

Any method of proof will be accepted which shows clearness and accuracy in geometrical reasoning.

So far as possible, candidates should aim at making the proof of any proposition complete in itself.

In the case of proposition 1-7, 9, 10, of Book II., algebraical proofs will be allowed.

3. Greek and Latin Grammar.
4. Translation from English into Latin Prose.
5. One Greek and one Latin book.

Any of the following portions of the under-mentioned authors will be accepted as a "book":—

Demosthenes: De Corona.

Euripides (any two of the following Plays): Hecuba, Medea, Alcestis, Bacchæ.

Homer: (1) Iliad, 1-5 or 2-6; *or* (2) Odyssey, 1-5 or 2-6.

Plato: Apology and Crito.

Sophocles: Antigone and Ajax.

Xenophon: Anabasis, 1-4 or 2-5.

Cæsar: De Bello Gallico, 1-4.

Cicero: (1) Philippics 1, 2; *or* (2) In Catilinam 1-3, and In Verrem Actio I.;

(3) pro Murena and pro Lege Manilia; *or* (4) de Senectute and de Amicitia.

Horace: (1) Odes 1-4; *or* (2) Satires; *or* (3) Epistles.

Livy: Books 5 and 6.

Virgil: (1) the Bucolics, with Books 1-3 of the Æneid; *or* (2) the Georgics; *or*

(3) the Æneid, Books 1-5 or 2-6.

The texts used in setting the Examination papers will be those of the Series of Oxford Classical Texts, so far as these have been published by the Oxford University Press.

METHOD OF SELECTION.

In accordance with the wish of Mr. Rhodes, the Trustees desire that "in the election of a student to a Scholarship, regard shall be had to (i) his literary and scholastic attainments, (ii) his fondness for and success in manly out-door sports, such as cricket, football and the like, (iii) his qualities of manhood, truth, courage, devotion to duty, sympathy for and protection of the weak, kindliness, unselfishness and fellowship, and (iv) his exhibition during school-days of moral force of character, and of instincts to lead and to take an interest in his school-mates." Mr. Rhodes suggested that (ii) and (iii) should be decided in any School or College by the votes of fellow-students, and (iv) by the Head of the School or College.

Where circumstances render it impracticable to carry out the letter of these suggestions, the Trustees hope that every effort will be made to give effect to their spirit, but desire it to be understood that the final decision must rest with the Committee of Selection.

To aid in making a choice each qualified candidate is required to furnish to the Chairman of the Committee of Selection—

a. A certificate of age.

b. A full statement of his educational career at School and College; his record in athletics, and such testimonials from his masters at School and his professors at College, in reference to the qualities indicated by Mr. Rhodes, as will assist the judgment of the Committee of Selection.

c. In cases where more than one candidate from a single School or College has qualified, the School or College should be required to select (in accordance with the views of Mr. Rhodes) its chosen representative to go before the Committee of Selection for final choice, and a certificate that he has been so chosen shall be sent to the Chairman of the Committee of Selection.

Each candidate should personally present himself to the Committee of Selection before a final decision is made, unless specially excused by the Committee itself, in which case a statement of the reasons should be sent to the Trustees.

If a careful comparison of these records and personal interviews with the candidates do not furnish sufficient grounds for making a decision, the Committee of Selection is free to apply to the candidates, or any selected number of them, such further intellectual or other tests as they may consider necessary.

The Chairman of the Committee of Selection should at once notify to the Trustees and to Mr. F. J. Wylie, the Rhodes Trust, Oxford, the name of the elected Scholar, and should forward to the latter all the records, credentials and testimonials relating to the Scholar on which the election was made. These papers should be transmitted immediately, as they are used in consulting College authorities in regard to the admission of Scholars.

There are printed with this memorandum full "Instructions" prepared by the representative of the Trustees at Oxford in regard to the steps necessary to be taken by an elected Scholar to have his name enrolled at one of the Colleges of the University. It is particularly requested that these "Instructions" should be furnished to the elected Scholar along with the notification of his election.

The Scholarship will be paid in four quarterly instalments, the first on beginning residence at Oxford, and thereafter terminally on the certificate of the College that the work and conduct of a Student have been satisfactory. Without such a certificate the Scholarship lapses. A Scholarship which lapses either from the failure of a Student to secure this College certificate, from resignation, from marriage, or from any other cause, will not be filled up till the year in which it would naturally expire. This provision is made in order not to interfere with the rota of succeeding Scholars.

The following "Instructions" indicate the course of procedure by which a Scholar is entered at Oxford:—

1.—In order to be admitted to the University of Oxford, it is necessary to be first accepted as a member of one of the Colleges which compose the University.

Election to a Rhodes Scholarship does not of itself admit to a College. Every College has its own standard for admission, for Rhodes Scholars as for all other applicants; and accepts or rejects at its own discretion. Moreover, the number of Rhodes Scholars which any one College will admit is strictly limited. Few Colleges will admit more than five in any one year; and in the majority of cases four is the maximum. From the different candidates for admission, a College will select those whose records suggest that they are most likely to do credit to the College to which they may belong. It is therefore essential that, in applying for admission to a College, a Scholar should submit the fullest possible evidence as to his personal character and Academic record.

2.—The procedure for a Scholar-elect should be as follows:—

- (1) *Immediately* on receiving notice of his election he should write to the Oxford Secretary to the Rhodes Trustees, Mr. F. J. Wylie, The Rhodes Trust, Oxford, stating in order the Colleges which he prefers.

- (2) He should satisfy himself that the credentials which he submitted to the Committee of Selection have been forwarded by the Chairman to Mr. Wylie.
- (3) He should himself forward to Mr. Wylie any portion of the following information which may not have been included in the documents submitted to the Committee of Selection :—

- (a) A Certificate of age ;
- (b) Testimonials as to character ;
- (c) *Certified* evidence as to the Courses of Study pursued by the Scholar at his University, and as to the gradings attained to by him in those Courses. This evidence should be signed by the Registrar, or other responsible official, of his University ;
- (d) A Catalogue of his University ;
- (e) Evidence as to the general tastes and pursuits of the Scholar outside his Academic Course ;
- (f) Information as to the intentions of the Scholar in regard to the line of study he proposes to follow at Oxford.

It is also desirable that the Scholar should state to what religious denomination he belongs.

All this material must reach Mr. Wylie by the beginning of the Summer Term—that is, by the *end of April* at the latest.

3. When Mr. Wylie has the necessary information in his hands he will attempt to secure for each Scholar admission to the College of his preference. That will not be always possible. When a Scholar fails to gain admission to the College which stands first on his list of preferences, Mr. Wylie will enter into negotiation with the College second on that list, and so on.

Where he is specially requested to do so, Mr. Wylie is prepared to select a College for a Scholar, but it is greatly to be preferred that each Scholar should, so far as possible, choose for himself.

Information about the various Colleges is to be found in the early chapters of the “Students’ Handbook to Oxford,” published by the Oxford University Press. It is kept in stock by the Copp Clark Company, Toronto. Scholars-elect are recommended to get it.

5.—A study of Chapter III. of the above-mentioned book will afford a rough, though only a rough, idea of the cost of life at Oxford, and in particular of the expenses which an undergraduate has to meet on coming for the first time into residence.

6.—The Scholarship will be paid quarterly. The first payment (£75) will be made in the course of the first week of the Michaelmas Term. No request for any earlier payment can be considered.

7.—The sum of £300 is no more than is necessary to cover the expenses of the year, including vacations as well as term. A Scholar must not therefore count on his Scholarship leaving any margin—least of all in his first year, in which, owing to unavoidable initial payments, expenses are heaviest. Experience suggests that a Scholar should start his Oxford career free from financial embarrassment.

8.—When a Scholar has been once accepted by a College he should conduct all further correspondence as to residence, studies, etc., directly with the College in question. He should, however, keep Mr. Wylie informed of his movements, and in particular of the date at which he proposes to come into residence. Michaelmas Term begins normally in the second week of October. Some Colleges assemble on the Thursday, others on the Friday, in that week. A Scholar must in any case arrive in Oxford not later than the day on which his College assembles ; and it will in most cases be better that he should come a few days earlier.

9.—It is presumed that a Scholar will reside in College, except in cases in which the College is unable to offer him rooms. It is the custom at Oxford for an undergraduate to reside in College for at least two years, unless special circumstances make this undesirable.

Copies of this circular may be obtained from the Presidents of the different Universities, the Chairmen of the Committees of Selection, and from the Chief Superintendents of Education in each Province.

PROVINCIAL NORMAL SCHOOL.

Since the establishment of the Normal School in January, 1901, the Board of School Trustees of Vancouver have, from time to time, placed at its disposal accommodation in various schools of that city. The trustees' action in this regard is only one indication of their kindly feeling toward the Education Department, but it is felt that any further acceptance of these favours would be undesirable, as placing the Department under too great an obligation to the Vancouver Board. Steps were taken during the summer of 1905 to secure for the Normal School an eligible site in the Fairview district of Vancouver, and I confidently anticipate that during the coming year an effort will be made to provide suitable accommodation for this important branch of our educational work. What an effect the work of the Normal School has already had on our public schools may be gathered from the fact that already the number of its graduates has reached the respectable total of 388.

THE MCGILL UNIVERSITY COLLEGE OF BRITISH COLUMBIA.

All friends of higher education will be pleased to learn that at the ensuing session of the Legislature the Governors of McGill College and University will apply for permission to establish in British Columbia a college for the higher education of the men and women of this Province, and that to this end the Legislature will be asked to incorporate "The Royal Institution for the Advancement of Learning of British Columbia." This corporation will consist of a body of representative citizens selected from various parts of the Province, who shall :—

- (1.) Manage the financial and ordinary business of the College, including the investment of its moneys, and the appointing of auditors for the examination of its accounts :
- (2.) Appoint and remove the Principal, Registrar, Professors, Lecturers and Instructors and all other officers and servants of the College :
- (3.) Constitute the professors and such other members of the teaching staff as they may from time to time determine into the Faculty or Faculties of the College :
- (4.) Determine from time to time, subject to the approval of the Faculty of the College, the fees to be paid by students :
- (5.) Make Statutes or By-laws for regulating the selection and appointment of members of The Royal Institution, and for fixing and limiting, as far as may be deemed expedient, their term or terms of office and for the filling of vacancies therein, and generally for the conduct of the affairs thereof and of the College, and any such Statute or By-law may thereafter from time to time be amended or repealed by any other Statute or By-law of the said Royal Institution.

The instruction given to students of the College preparing for degrees will be of a similar standard to that given in like subjects at McGill University at Montreal, and as announced from year to year in the calendar of McGill University. The courses of study and the examinations leading to degrees will be such as may be prescribed from time to time by the Corporation of McGill University, but such modifications may hereafter be made in the courses of study from time to time as the Faculty or Faculties of the College may, with the approval of the Corporation of McGill University, deem expedient in the interests of the students of the College. Students of the College taking the said courses of study and examinations will be entitled to proceed to all degrees which may be made available in McGill University for proficiency in the subjects taught to the students of the College, upon the conditions prescribed from time to time by the Corporation of McGill University for such degrees.

The Royal Institution may enter into an agreement with any Board of School Trustees, or any City Council, or any other body in charge of any branch of public education in the Province of British Columbia, whereby the Royal Institution will undertake the conduct or administration of any part of the higher education work now carried on by any such bodies, and any Board of School Trustees, any City Council, and any body in charge of any branch

of public education in the said Province may, notwithstanding anything in the education laws of the Province, enter into such an agreement with the Royal Institution and may transfer or pay over to the Royal Institution such equipment or moneys in consideration thereof as may from time to time be agreed upon.

It is announced that the first College to be established by the Royal Institution will be opened at Vancouver in September next.

I have the honour to be,

Sir,

Your obedient servant,

ALEXANDER ROBINSON,

Superintendent of Education.

PART II.

STATISTICAL RETURNS.

TABLE A.—Attendance of Pupils at *High Schools*, Details of Management, &c., 1904-1905.

High Schools.	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Supt. of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total number of visits to school.
Chilivack. Total, 1903-1904.	199	198	10 16	19 16	29 32	8 11	21 21	4680 4950	4632 4569	23.53 24.18	23.50 23.92	.....	Yes.	1	.....	6	7
Cumberland. Total, 1903-1904.	199	198	15 11	11 20	26 31	7 11	19 20	4323 4270	4205 4175	21.83 21.56	21.54 21.08	206	No.	1	2	25	28
Grand Forks. Total, 1903-1904.	199	195	25 9	1 14	26 23	13 7	13 16	3603 2629	3556½ 2596	18.47 15.37	18.23 15.22	181	No.	3	21	37	61
Kamloops.	188	180	21	6	27	17	10	3864	3831½	21.46	21.28	.....	No.	3	15	10	28
Nanaimo, 1st Division. Do. 2nd " . Do. 3rd " .	199 199 199	192½ 194½ 194½	1 4 22	12 25 8	13 29 30	1 7 10	12 22 20	1789 4405 4631	1763½ 4359½ 4513	9.26 22.58 23.74	9.16 22.41 23.20	.....	No. No. No.	1 1 1	9 9 11	7 5 4	17 15 16
Total, 1903-1904.			27 56	45 25	72 81	18 22	54 59	10825 10774	10636 10638½	55.58 54.41	54.77 53.72	.....	.....	.....	.....	.....	.....
Nelson, 1st Division. Do. 2nd " .	199 199	193 193	6 18	13 2	19 20	7 7	12 13	3032 2414	2988 2347½	15.70 12.50	15.48 12.16	.....	No. Yes.	1 1	.....	.....	1 3
Total, 1903-1904.			24 31	15 7	39 38	14 17	25 21	5446 5871	5335½ 5872	28.20 30.00	27.64 29.58	.....	.....	.....	.....	.....	.....
New Westminster, 1st Division. Do. 2nd " . Do. 3rd " .	199 199 199	192 193 193	1 5 34	17 29 18	18 34 52	7 11 25	11 23 27	2335 4102 5904	2250 3909 5675	12.16 21.25 30.59	11.71 20.25 29.40	94	Yes. Yes. Yes.	1 1 1	3 4 3	31 23 19	35 28 23
Total, 1903-1904.			40 55	64 56	104 111	43 46	61 65	12341 12694	11834 12224	64.00 64.75	61.36 62.52	.....	.....	.....	.....	.....	.....
Revelstoke.	187	180	12	14	26	9	17	3659	3602½	20.32	20.01	.....	Yes.	2	20	50	72

	199	194	17	13	30	10	20	3936	3888	20.28	20.04	No.	1	5	6
Roseland			17	13	30	10	20	3936	3888	20.28	20.04	.....		
Total, 1903-1904			11	14	25	7	18	3181	3116	16.06	15.73	.....		
*Vancouver, 1st Division	138	135	.....	6	6	3	3	749	745	5.54	5.51	.....	6	11	1520
Do. 2nd "	147	144	5	19	24	13	11	3206	3189½	22.26	22.14	.....	3	.....	1587
Do. 3rd "	193	188	19	25	44	13	31	7099	6972½	37.08	37.08	.....	7	.....	1508
Do. 4th "	193	188	17	11	28	14	14	4098	4069	21.79	21.64	.....	4	6	1503
Do. 5th "	199	195	16	20	36	6	30	5352	5249½	27.44	27.32	.....	1	.....	1513
Do. 6th "	199	195	16	33	40	25	24	6474	6382½	33.20	32.92	.....	2	.....	2
Do. 7th "	199	195	22	18	40	10	30	6086	6034½	34.28	34.02	.....	2	.....	5
Do. 8th "	199	191	28	18	46	20	26	6207	6164	32.27	32.27	.....	1	5	6
Do. 9th "	199	191	36	9	45	21	24	6698	6650½	35.06	34.81	.....	.....	.....	12
Do. 10th "	199	191	38	5	43	21	22	6561	6535	34.21	34.21	.....	1	.....	2
Do. 11th "	121	118	52	2	54	25	29	5331	5290	45.17	44.83	.....	1	.....	5
Total, 1903-1904			249	166	415	171	244	5837½	57882½	328.86	326.16	.....	3	9	44
			231	127	358	132	226	49847	49160	263.69	260.10	.....	.....	.....
Vernon	199	195	12	16	28	13	15	3486	3450	17.87	17.69	.....	3	.....
Total, 1903-1904			8	24	32	16	16	3921	3855½	19.80	19.47	.....	.....	.....
†Victoria, 1st Division	136	136	.....	10	10	7	3	1259	1248½	9.25	9.18	.....	3	19	27
Do. 2nd "	194	191	10	31	41	15	26	5963	5756½	31.22	30.13	.....	.....	11	21
Do. 3rd "	199	196	20	13	33	15	18	5419	5326½	27.64	27.17	.....	1	15	32
Do. 4th "	199	196	29	8	32	6	26	5124	5047½	26.14	25.75	.....	.....	5	42
Do. 5th "	199	196	29	5	34	27	7	5957	5168	26.82	26.31	.....	.....	2	13
Do. 6th "	199	196	30	11	41	10	31	5873	5783	29.96	29.50	.....	.....	2	13
Do. 7th "	199	196	27	10	37	17	20	5834	5759½	29.76	29.38	.....	.....	2	34
Do. 8th "	121	120	30	10	40	13	27	3946	3862	32.88	32.18	.....	.....	3	8
Total, 1903-1904			175	93	268	110	158	38675	37941½	213.67	209.60	.....	.....	.....	11
			177	73	250	112	138	34126	33571	175.19	172.36	.....	.....	.....
Grand total for High Schools, 1904-1905 ..			627	463	1090	433	657	153189	150875	884.07	821.82	.....	.....	.....
Do.			605	376	981	381	600	132033	129777	685.01	673.70	.....	.....	.....

* NOTE.—Is affiliated to McGill University, in so far as regards the work of the First and Second Years in Arts.

† NOTE.—First Year in Arts.

TABLE A.—Attendance of Pupils at *Graded Schools*, Details of Management, &c., 1904-1905.

GRADED SCHOOLS.	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total 'days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Armstrong, 1st Division	204	186	47	2	49	24	25	6085	6001½	32.71	32.26	249	No.	2	8	40	50
Do. 2nd "	204	188	50	1	51	27	24	5902	5846	31.39	31.09	250	"	2	8	48	58
Do. 3rd "	204	190	46	1	47	22	19	6088	6023	32.04	31.70	238	"	2	8	39	49
Burnaby, West, 1st Division	204	201	49	1	50	23	27	7394	7349½	36.78	36.56	459	"	1	13	20	34
Do. " 2nd "	204	201	39	4	43	29	14	6150	6057	30.59	30.13	395	"	1	14	44	59
Cedar Hill, 1st Division	204	202	27	.....	27	11	16	4471	4460½	22.13	22.08	200	Yes.	1	5	93	99
Do. 2nd Division	204	202	39	3	42	27	15	5169	5126	25.58	25.37	333	"	1	5	90	96
Chilliwack, 1st Division	204	197	62	4	66	26	40	8691	8661½	41.07	40.64	340	No.	1	5	12	18
Do. 2nd "	204	200	46	..	46	29	17	5814	5671½	29.07	28.35	374	Yes.	1	2	10	13
Do. 3rd "	204	199	73	2	75	47	28	8166	7979	41.03	40.09	540	"	1	4	31	36
Chilliwack, South, 1st Division	204	203	24	.....	24	13	11	3445	3417½	16.97	16.83	230	"	1	13	60	74
Do. " 2nd "	204	203	35	1	36	16	20	5084	5080	25.04	25.02	331	"	1	11	63	80
Cranbrook, 1st Division	204	200	38	5	43	18	25	4235	4121½	21.17	20.60	224	No.	4	6	87	97
Do. 2nd "	204	196	66	.....	66	32	34	8244	8185½	42.06	41.76	441	Yes.	4	3	30	37
Do. 3rd "	204	200	63	.....	63	37	26	8592	8340½	42.96	41.70	577	"	4	2	40	46
Do. 4th "	204	200	69	4	73	37	36	8642	8148	43.21	40.74	564	"	3	.....	35	38
Do. 5th "	160	155	52	7	59	31	28	4786	4238	30.87	27.34	309	"	3	.....	2	5
			288	16	304	155	149	34499	33033½	180.27	172.14						
Cumberland, 1st Division	204	203	45	.....	45	24	21	6422	6355	31.63	31.30	351	No.	1	2	16	19
Do. 2nd "	204	203	57	...	57	17	40	8784	8663	43.27	42.02	507	Yes.	1	2	18	21
Do. 3rd "	204	203	60	.....	60	37	23	8876	8568½	43.72	42.16	556	No.	1	2	25	28
Do. 4th "	204	203	53	.....	53	26	27	9378	9280½	46.19	45.71	546	"	1	2	43	46

Cumberland, 5th Division.....	204	203	87	.....	87	48	39	11447	11263	56.38	55.43	711	No.	1	.....	20	21
Duncans, 1st Division.....	204	202	29	302	302	152	150	44907	41100	221.19	217.22	269	Yes.	2	6	22	30
Do. 2nd ".....	204	204	40	.....	40	19	21	5141	5007	25.20	24.54	307	"	3	7	9	19
Enderby, 1st Division.....	204	198½	66	.....	66	34	32	7698	7591	38.08	38.24	394	"	2	4	25	31
Do. 2nd ".....	204	200½	65	1	66	32	34	8044	7865½	40.01	39.22	418	"	2	4	9	15
Esquimalt, 1st Division.....	204	197	38	2	40	25	15	5370	5274	27.25	26.77	251	No.	2	.....	50	52
Do. 2nd ".....	204	199	56	.....	56	37	19	7955	7819½	39.98	39.27	454	Yes.	1	.....	83	84
Do. 3rd ".....	204	198½	67	..	67	38	29	7625	7436	38.31	37.46	483	"	1	.....	88	69
Extension, 1st Division.....	204	203	34	.....	34	15	19	4652	4570½	22.91	22.51	289	No.	1	5	16	22
Do. 2nd ".....	204	203	48	.....	48	30	18	6877	6803½	33.87	33.51	423	Yes.	1	5	46	52
Fernie, 1st Division.....	204	190	51	.....	51	22	29	5196	5049½	27.34	26.57	317	No.	2	15	41	58
Do. 2nd ".....	204	197½	51	..	51	29	22	7478	7181	37.76	36.35	381	Yes.	3	7	53	63
Do. 3rd ".....	204	199	68	.....	68	37	31	8127	7697	40.83	38.67	492	"	2	14	11	27
Do. 4th ".....	204	198½	66	.....	66	41	25	7748	7463	38.98	37.59	388	"	2	8	12	22
Do. 5th ".....	204	197	102	.....	102	51	51	10582	9818½	53.71	49.30	717	"	2	6	11	19
Fernie (Coal Creek), 1st Division.....	204	188	67	.....	338	180	158	39131	37204	198.57	188.48	382	"	1	15	17	33
Do. " 2nd ".....	72	71	50	4	67	41	26	8353	8163	44.43	43.42	187	No.	.....	12	1	13
Golden, 1st Division.....	204	200	39	1	40	19	21	2677	2501½	37.70	35.23	325	Yes.	2	5	43	50
Do. 2nd ".....	204	200	38	.....	38	18	20	5083	5041	25.41	25.20	310	"	2	6	72	80
Do. 3rd ".....	204	200	43	2	45	19	26	6207	6067	31.03	30.28	341	"	1	3	54	58
Grand Forks, 1st Division.....	204	200	50	2	32	7	25	4802	4752½	24.01	23.76	296	"	3	23	32	58
Do. 2nd ".....	204	203	58	.....	58	25	33	8607	8511½	42.39	41.92	548	"	3	15	56	74
Do. 3rd ".....	204	197	62	.....	62	33	29	9641	9584	48.93	48.64	533	"	2	14	91	107
Do. 4th ".....	204	204	61	.....	61	29	32	8842	8773½	43.34	43.00	522	"	2	12	70	84
Do. 5th ".....	204	196½	37	4	41	24	17	7496	7438½	33.05	37.85	434	"	2	6	109	117
Do. 6th ".....	39	39	30	.....	30	16	14	978	973½	25.07	24.96	51	"	1	1	46	48
Greenwood, 1st Division.....	204	199	54	.....	278	134	150	40866	40083½	221.79	220.13	371	No.	3	6	74	83
Do. 2nd ".....	204	199	52	.....	54	25	29	5910	5708	29.60	28.68	275	"	2	5	19	26
			106	.....	106	55	51	11453	11047½	57.54	55.51						

TABLE A.—Attendance of Pupils at Graded Schools, Details of Management, &c., 1904-1905.—Continued.

GRADED SCHOOLS.	No. of prescribed school days.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Harewood, 1st Division.....	204	34	.....	34	16	18	3933	3711	19.56	18.46	174	Yes.	3	25	2	30
Do. 2nd ".....	204	32	6	38	25	13	5025	4871½	25.00	24.23	38	Yes.	3	25	5	33
Junction, 1st Division.....	204	31	4	35	23	12	4431	4394½	22.15	21.97	258	Yes.	1	5	58	64
Do. 2nd ".....	196	37	3	40	19	21	4941	4900½	25.73	25.52	303	Yes.	1	4	31	36
Kamloops, 1st Division.....	204	53	.....	53	24	29	6041	6571	33.54	33.18	427	Yes.	3	25	87	115
Do. 2nd ".....	204	56	.....	56	34	22	8287	8104½	41.22	40.61	451	Yes.	3	19	82	104
Do. 3rd ".....	204	55	.....	55	29	26	7871	7763½	39.15	38.72	490	Yes.	3	19	83	105
Do. 4th ".....	204	57	.....	57	33	24	7921	7811½	39.80	39.25	457	Yes.	3	13	69	85
Do. 5th ".....	204	85	3	88	39	49	9009	8818	44.82	43.87	566	Yes.	3	20	71	94
Kaslo, 1st Division.....	204	306	3	309	159	150	39729	39126½	198.53	195.63	282	No.	2	5	41	48
Do. 2nd ".....	204	25	4	29	10	19	5061	5041	24.93	24.83	379	"	1	4	29	34
Do. 3rd ".....	204	40	.....	40	21	19	6657	6623	33.45	33.28	462	Yes.	1	4	35	40
Kelowna, 1st Division.....	204	115	10	125	57	68	19529	19413	97.63	97.04	485	No.	3	8	28	39
Do. 2nd ".....	204	63	1	64	32	32	8113	8039	39.96	39.60	143	Yes.	2	3	22	27
Ladner, 1st Division.....	204	48	.....	48	24	24	7137	7052	35.15	34.73	198	"	1	3	58	62
Do. 2nd ".....	204	31	5	36	18	18	3665	3638	18.32	18.19	344	No.	1	3	72	76
Do. 3rd ".....	204	39	.....	39	22	17	6354	6312	34.27	34.06	383	Yes.	1	3	76	80
Do. 4th ".....	204	41	.....	41	20	21	7600	7569	38.00	37.84	437	"	1	3	85	89
	204	53	1	54	27	27	6975	6931	35.58	35.36	126.17					
	204	164	6	170	87	83	25094	24950	126.17	125.45						

Ladysmith, 1st Division	204	57	.....	57	18	6847	6714	33.56	32.91	480 No.	2	45	52	99
Do. 2nd "	204	64	.....	64	31	9125	8938	44.73	43.81	563 "	2	40	53	95
Do. 3rd "	204	55	.....	55	34	6054	5962	39.56	39.09	351 Yes.	1	37	27	61
Do. 4th "	204	66	.....	66	36	9119	8952	44.70	43.88	546 "	2	41	58	101
Do. 5th "	204	68	.....	68	30	10359	10252	50.77	50.25	615 No.	2	37	54	93
Do. 6th "	204	66	.....	66	29	10823	10683½	53.05	52.37	654 Yes.	2	49	75	126
Do. 7th "	204	67	.....	67	39	10949	10802	53.67	52.95	48 No.	3	41	58	102
Do. 8th "	204	76	.....	76	49	11437	11298½	56.06	55.09	657 "	2	38	53	93
Do. 9th "	117	56	.....	56	32	5428	5328	46.39	45.53	305 Yes.	1	16	47	64
Do. 10th "	117	71	3	74	40	6627	6485	56.64	55.42	382 "	1	17	44	62
Maple Ridge, 1st Division.....	204	646	3	649	338	86768	85355	479.13	471.30					
		25	6	31	15	3952	3940½	22.07	22.01	263 "	1	9	19	29
Do. 2nd "	204	44	1	45	24	5295	5225½	26.74	26.46	270 "	1	9	27	37
Michel, 1st Division.....	204	62	.....	62	21	6811	6355	33.38	31.15	398 No.	1	4	27	32
Do. 2nd "	136	36	20	56	31	4052	3676	29.79	27.02	278 "	.....	1	7	8
Mission, 1st Division.....	204	34	4	38	20	4092	4023½	20.77	20.42	228 Yes.	2	1	4	7
Do. 2nd "	204	49	1	50	30	6635	6528½	32.68	32.16	376 "	2	2	32	36
Moyie, 1st Division.....	204	38	.....	38	19	5006	4913	25.15	24.68	281 No.	1	.....	8	9
Do. 2nd "	204	60	1	61	33	6010	5780	30.35	29.19	362 Yes.	1	.....	12	13
Nanaimo :														
Central, 1st Division.....	204	49	1	50	24	7319	7291	36.41	36.27	378 "	4	7	35	46
Do. 2nd "	204	50	.....	50	22	7252	7209	35.72	35.51	341 No.	3	9	1	13
Do. 3rd "	204	47	.....	47	25	7301	7229	35.96	35.61	440 Yes.	2	8	.....	10
Do. 4th "	204	48	.....	48	23	7631	7546½	37.59	37.17	449 "	2	9	.....	11
Do. 5th "	204	58	.....	58	32	9290	9225½	45.76	45.44	540 "	1	8	.....	9
Do. 6th "	204	58	.....	58	26	9548	9455	47.03	46.57	557 "	1	8	.....	9
Do. 7th "	204	59	.....	59	30	10006	9882½	49.29	48.68	541 "	1	8	1	10
Do. 8th "	204	74	.....	74	35	11473	11350	56.51	55.91	697 "	1	8	1	10
Do. 9th "	204	78	.....	78	47	11880	11763½	58.52	57.94	703 "	1	8	2	11
Do. 10th "	204	85	.....	85	43	13212	13035	65.08	64.51	632 "	1	7	5	13
Middle Ward, 1st Division.....	204	64	.....	64	23	8947	8736	44.07	43.03	576 "	1	12	14	27
Do. 2nd "	204	62	.....	62	37	9373	9206½	46.17	45.35	580 "	1	10	15	26

TABLE A.—Attendance of Pupils at Graded Schools, Details of Management, &c., 1904-1905.—Continued.

Graded Schools.	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer, (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Nanaimo.—Concluded.																	
Middle Ward, 3rd Division	204	203	63	.....	63	31	32	10010	9835½	49.31	48.44	615	Yes.	1	11	25	37
Do. 4th "	204	203	76	.....	76	41	35	10737	10520	52.89	51.82	675	Yes.	1	12	19	32
South Ward, 1st Division.	204	203	60	.....	60	37	23	8519	8397	41.96	41.36	519	Yes.	1	8	22	31
Do. 2nd "	204	203	67	.....	67	29	38	8764	8521	43.17	41.97	578	Yes.	1	8	18	27
Nelson, 1st Division.																	
Do. 2nd "	204	193	31	8	39	18	21	5721	5687	28.89	28.72	308	No.	5	25	69	99
Do. 3rd "	204	198	48	.....	48	24	24	6767	6685½	34.17	33.76	401	No.	1	6	12	19
Do. 4th "	204	198	42	.....	42	22	20	6631	6489	33.48	32.77	385	No.	1	8	14	23
Do. 5th "	204	202	50	.....	50	24	26	7470	7387½	36.98	36.57	403	No.	1	6	.....	7
Do. 6th "	204	202	56	.....	56	28	28	8160	7997	40.39	39.58	494	No.	2	8	4	14
Do. 7th "	204	202	55	.....	55	22	33	8648	8540	42.81	42.27	525	No.	1	10	12	23
Do. 8th "	204	198	68	.....	68	38	40	9587	9491½	47.46	46.98	57	Yes.	1	9	15	25
Do. 9th "	204	198	68	.....	68	38	30	9423	9284½	47.59	46.89	520	Yes.	1	11	15	27
	121	121	41	.....	41	22	19	3597	3497	29.72	28.90	203	Yes.	1	13	11	25
New Denver, 1st Division.																	
Do. 2nd "	204	197½	29	1	30	14	16	4140	4048	20.90	20.49	218	No.	2	6	7	15
New Westminster:																	
Boys' 1st Division.	204	201	25	6	31	12	19	4731	4576	23.53	22.76	293	Yes.	2	17	74	93
Do. 2nd "	204	198	29	3	32	32	.....	4834	4742	24.41	23.95	288	Yes.	3	18	106	127
	204	198	50	1	51	51	.....	8710	8538½	43.99	43.09	503	Yes.	1	4	77	82

TABLE A.—Attendance of Pupils at Graded Schools, Details of Management, &c., 1904-1905.—Continued.

GRADED SCHOOLS.	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Phoenix, 2nd Division.....	204	203	84	.....	84	40	44	8369	8125½	40.73	40.02	528	Yes.	3	6	23	32
Revelstoke, 1st Division.....	204	200	137	.....	137	66	71	14234	13934½	70.11	68.63						
Do. 2nd "	204	196½	39	.....	39	16	23	6481	6430½	32.40	32.15	199	"	1	41	69	111
Do. 3rd "	204	196	46	.....	46	19	27	6263	6182½	31.79	31.46	302	No.	2	27	65	94
Do. 4th "	204	199½	44	.....	44	23	21	7650	7558½	39.03	38.56	466	Yes.	1	29	69	99
Do. 5th "	204	198	52	.....	52	32	20	7768	7700½	39.23	34.53	382	"	1	26	59	86
Do. 6th "	204	193	64	.....	64	27	37	9019	8897½	46.73	39.19	386	"	1	22	76	99
Do. 7th "	204	200	55	1	56	35	21	9777	9638	48.88	46.10	460	"	1	31	89	121
Do. 8th "	121	116	55	.....	55	39	16	3380	3328	33.44	33.00	201	"	.....	14	35	49
Roseland :			400	1	401	217	184	57830	57206	306.46	303.28						
Central, 1st Division.....	204	193	35	1	36	18	18	5311	5765	30.11	29.87	251	No.	2	25	21	48
Do. 2nd "	204	199	42	.....	42	15	27	6667	6637	33.50	33.30	344	"	2	14	20	36
Do. 3rd "	204	203	53	.....	53	27	26	8054	7934½	39.67	39.08	500	Yes.	1	16	14	31
Do. 4th "	204	203	50	.....	50	21	29	7989	7903	39.35	38.93	412	No.	1	17	19	37
Do. 5th "	204	203	57	.....	57	33	24	8795	8678½	43.32	42.75	475	Yes.	1	12	20	33
Do. 6th "	204	203	64	.....	64	40	24	9687	9598½	47.71	47.28	485	No.	1	15	16	32
Do. 7th "	204	203	89	.....	89	50	39	10245	10139	50.47	49.95	538	Yes.	1	15	10	26
ook Avenue, 1st Division.....	204	199	65	.....	65	34	31	8387	8250½	42.14	41.46	453	No.	1	16	63	80
Do. 2nd "	204	203	55	.....	55	35	20	8475	8405	41.74	41.40	469	"	1	5	.....	6

Cook Avenue, 3rd Division.....	204	202	62	.....	62	28	34	9736	9639	48.19	47.71	564	Yes.	1	5	16	22
			572	1	573	301	272	83846	82940	416.20	411.73						
Sandon	204	198	42	3	45	23	22	4115	4048	20.78	20.44	284	"	1	2	27	30
Sea Island, 1st Division.....	204	199½	41	.....	41	20	21	5163	5130	25.81	25.71	404	"	2	13	15	30
Do, 2nd "	204	201	45	1	46	30	16	6084	6063½	30.26	30.18	375	"	2	5	18	25
Slocan, 1st Division.....	204	199½	46	2	48	19	29	6665	6480½	33.32	32.51	401	No.	1	7	64	72
Do, 2nd "	204	199½	30	.....	30	13	17	4226	4104½	21.13	20.57	241	Yes.	1	6	40	47
			76	2	78	32	46	10891	10591	54.45	53.08						
Steveston, 1st Division	204	200	44	.....	44	18	26	6656	6599	33.28	32.99	414	No.	3	3	40	46
Do, 2nd "	121	119	37	1	38	29	9	3232	3216	27.15	27.02	145	Yes.	2	6	36	44
Tolmie, 1st Division.....	204	203	30	.....	30	16	14	4748	4703½	23.38	23.17	269	"	1	5	47	53
Do, 2nd "	204	203	42	.....	42	21	21	6079	6025	29.94	29.67	363	"	1	7	44	52
Do, 3rd "	204	203	56	1	57	30	27	7646	7543	37.66	37.15	476	"	1	7	73	81
Trail, 1st Division.....	204	203	40	.....	40	19	21	5916	5873½	29.14	28.93	292	"	1	1	66	68
Do, 2nd "	204	199	50	.....	50	31	19	6279	6072½	31.55	30.51	382	"	1	1	59	61
Do, 3rd "	204	203	64	.....	64	32	32	7390	7328½	36.40	36.10	509	"	1	1	30	32
Vancouver:			154	.....	154	82	72	19585	19274½	97.09	95.54						
Central, 1st Division.....	204	201	39	1	40	12	28	6944	6875	34.54	34.20	41	No.	1	2	27	30
Do, 2nd "	204	201	53	2	55	22	33	8898	8771	44.26	43.63	463	"	.....	2	47	49
Do, 3rd "	204	201	52	.....	52	23	29	9409	9252½	46.81	46.03	344	"	1	1	28	30
Do, 4th "	204	201	49	.....	49	23	26	8868	8753½	44.11	43.57	367	Yes.	.....	2	40	42
Do, 5th "	204	201	60	.....	60	35	25	8928	8786½	44.41	43.71	361	"	.....	1	59	60
Do, 6th "	204	201	70	.....	70	45	25	10011	9861	49.80	49.05	445	No.	1	1	46	48
Do, 7th "	204	201	63	1	64	40	24	9758	9604	48.54	47.78	354	Yes.	1	1	31	33
Do, 8th "	204	201	81	.....	81	46	35	10085	9961	50.17	49.52	.....	"	1	2	35	38
Do, 9th "	204	201	77	.....	77	44	33	10005	9847½	49.77	48.99	.....	"	.....	1	41	42
Do, 10th "	121	119	53	.....	53	26	27	5500	5387½	46.22	45.26	198	No.	.....	2	15	17
Do, 11th "	121	119	51	.....	51	30	21	5925	5836½	49.79	49.04	319	Yes.	.....	1	22	23
Do, 12th "	121	119	54	5	59	38	21	5526	5461	46.43	45.89	33	"	.....	1	19	20
			702	9	711	384	327	99857	98402	554.85	546.70						
Dawson, 1st "	204	201	42	2	44	17	27	7628	7507½	37.95	37.35	128	No.	1	.....	53	54
Do, 2nd "	204	201	52	4	56	28	28	7866	7678½	39.13	38.19						

TABLE A.—Attendance of Pupils at *Graded Schools*, Details of Management, &c., 1904-1905.—*Continued.*

GRADED SCHOOLS.	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.	
Vancouver.—Continued.																		
Dawson, 3rd Division.....	83	82	50	.....	50	24	26	3791	3717	46.23	45.32	146	Yes.	.....	.....	.....	13	13
Do. 4th "	204	201	52	2	54	27	27	9268	9025½	46.10	44.90	503	"	.....	.....	.....	36	36
Do. 5th "	204	201	62	1	63	30	33	8383	8171½	41.70	40.65	449	"	.....	.....	.....	28	28
Do. 6th "	204	201	56	.....	56	30	26	8518	8254½	42.37	41.06	476	No.	.....	.....	1	17	18
Do. 7th "	204	201	58	.....	58	37	21	9279	9102	46.16	45.28	539	Yes.	.....	.....	1	17	18
Do. 8th "	204	201	59	.....	59	34	25	8512	8362	42.34	41.60	470	"	.....	.....	.....	43	43
Do. 9th "	204	201	67	.....	67	36	31	8344	8655	44.00	43.05	491	"	.....	.....	.....	47	47
Do. 10th "	204	201	61	.....	61	34	27	9227	9048	45.90	45.01	505	No.	.....	.....	.....	39	39
Do. 11th "	204	201	55	.....	55	26	29	8220	8093½	40.89	40.26	388	Yes.	.....	.....	.....	46	46
Do. 12th "	204	201	46	.....	46	27	19	8374	8232½	41.66	40.95	428	"	.....	.....	1	52	53
Do. 13th "	204	201	52	.....	52	33	19	9341	9106½	46.47	45.60	499	"	.....	.....	.....	57	57
Do. 14th "	204	201	48	.....	48	24	24	8787	8644	43.71	43.00	551	"	.....	.....	1	89	90
Do. 15th "	204	201	56	.....	56	28	28	8674	8511½	43.15	42.34	485	"	.....	.....	.....	43	43
Do. 16th "	204	201	55	.....	55	33	22	9214	9073½	45.84	45.14	496	No.	.....	.....	1	55	56
Do. 17th "	83	82	61	.....	61	30	31	4254	4193½	51.87	51.14	170	Yes.	.....	.....	.....	10	10
Do. 18th "	83	82	84	.....	84	46	38	4010	3943½	48.90	49.09	.....	"	.....	.....	.....	14	14
Do. 19th "	204	201	61	.....	61	37	24	9017	8887	44.86	44.21	.....	"	.....	.....	1	92	93
Do. 20th "	204	201	76	.....	76	38	38	9405	9323	46.79	46.38	.....	"	.....	.....	1	87	88
Do. 21st "	175	172	60	.....	60	34	26	7663	7464½	44.55	43.57	429	"	.....	.....	1	49	50
Do. 22nd "	47	47	43	.....	43	24	19	1547	1524½	32.91	32.43	.....	"	.....	.....	1	60	61
			1256	9	1265	677	588	109822	166009	963.48	946.52							

Seymour, 8th Division.....	204	201	76	.....	76	29	47	9352	9206	46.52	45.80	.....	Yes.	.....	5	91	96
Do. 9th "	75	74	4	.....	519	4	254	3422	3376½	46.24	45.62	.....	"	.....	.....	14	14
Strathcona, 1st "	204	201	34	2	36	8	28	5857	76794½	410.39	410.85	.....	No.	.....	4	48	52
Do. 2nd "	204	201	50	.....	50	25	25	8167	5818½	29.13	28.94	.....	Yes.	.....	5	55	60
Do. 3rd "	204	201	64	.....	64	25	39	8679	8063	40.63	40.11	.....	"	.....	4	72	76
Do. 4th "	204	201	62	.....	62	29	33	9176	8534½	43.17	42.46	.....	"	.....	4	116	120
Do. 5th "	204	201	65	.....	65	31	34	9405	9097	45.05	45.25	.....	"	.....	4	54	58
Do. 6th "	204	201	66	.....	66	36	30	9614	9230½	46.79	45.92	.....	"	.....	4	35	39
Do. 7th "	204	201	60	1	61	28	33	9258	9493½	47.83	47.23	.....	No.	.....	3	.....	3
Do. 8th "	204	201	63	.....	63	26	37	9637	9117½	46.05	45.36	.....	Yes.	.....	3	71	74
Do. 9th "	204	201	69	.....	69	38	31	9754	9500½	47.94	47.26	.....	"	.....	3	98	101
Do. 10th "	204	201	62	.....	62	34	28	9008	9665	48.52	47.58	.....	"	.....	3	45	48
Do. 11th "	204	201	63	.....	63	34	29	9066	8870½	44.82	44.13	.....	"	.....	3	31	34
Do. 12th "	204	201	66	.....	66	32	34	9510	8911½	45.10	44.33	.....	"	.....	3	44	47
Do. 13th "	204	201	60	.....	60	23	37	9080	9361½	47.31	46.57	.....	"	.....	3	48	51
Do. 14th "	204	201	67	.....	67	38	29	9569	8017½	45.17	44.36	.....	"	.....	3	48	51
Do. 15th "	204	201	63	.....	63	29	34	9331	9421½	47.60	46.87	.....	"	.....	3	29	32
Do. 16th "	204	201	56	.....	56	24	32	9367	9212½	46.42	45.83	.....	"	.....	3	47	50
Do. 17th "	204	201	76	.....	76	34	42	10062	9211	46.00	45.82	.....	"	.....	3	51	54
Vancouver, East, 1st Division.....	204	202	44	.....	1046	3	494	154540	9897	50.05	49.23	.....	"	.....	.....	.....	.....
Do. " 2nd "	204	200	43	5	44	19	25	5549	152223	708.78	757.25	.....	"	.....	1	12	88
Do. South, 1st "	204	201	64	.....	64	39	25	8869	5492½	27.47	27.19	.....	"	.....	1	9	32
Do. " 2nd "	204	199	67	.....	67	34	33	7296	5415	27.43	27.07	.....	"	.....	3	8	93
Vernon, 1st Division	204	193	52	.....	52	20	32	8036	8726½	36.66	36.16	.....	"	.....	2	2	49
Do. 2nd "	204	204	48	1	49	28	21	6902	7197	41.63	40.83	.....	"	.....	2	4	35
Do. 3rd "	204	204	52	.....	52	21	31	6676	7881	41.63	40.83	.....	"	.....	2	19	72
Do. 4th "	204	204	42	.....	42	22	20	6893	6857½	34.12	33.61	.....	"	.....	2	19	72
Do. 5th "	175	171	52	1	53	33	20	6844	6890½	32.71	32.30	.....	"	.....	2	20	23
			246	2	248	124	124	35411	6788½	33.78	33.27	.....	"	.....	2	13	57
									34802	40.02	39.44	.....	"	.....	.....	.....	72
										182.26	179.45	.....				

TABLE A.—Attendance of Pupils at Graded Schools, Details of Management, &c., 1904-1905.—Continued.

Graded Schools.																		
	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages attending the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Supt. of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.	
Victoria : Boys' Central, 1st Division.	204	201	33	5	38	38	.....	6579	6470	32.73	32.18	.....	No.	3	24	227	254
	204	201	46	1	47	47	.....	8390	8310	41.74	41.34	437	Yes.	.....	27	206	233
	204	201	48	.....	48	48	.....	8650	8563	43.03	42.60	443	"	.....	10	199	209
	204	201	52	.....	52	52	.....	8565	8471	42.61	42.14	442	"	.....	6	190	196
	204	201	53	.....	53	53	.....	9134	9019	45.44	44.87	290	"	.....	9	194	203
	204	201	53	.....	53	53	.....	8945	8843	44.50	43.99	284	No.	.....	12	190	202
	204	201	53	.....	53	53	.....	8943	8841	44.49	43.98	432	Yes.	.....	8	195	203
	204	201	51	1	52	52	.....	8888	8808½	44.21	43.82	479	"	.....	3	183	141
	204	201	54	.....	54	54	.....	8470	8393	42.13	41.75	497	"	.....	2	221	223
	204	201	54	.....	54	54	.....	8521	8434	42.39	41.96	471	"	.....	7	151	158
	204	201	50	.....	50	50	.....	8676	8588½	43.16	42.72	230	"	.....	12	160	172
	204	199	34	8	42	42	.....	6499	6422	32.65	32.27	.....	"	.....	.....	26	26
		581	15	596	596	596	.....	100260	99163	499.03	493.62	.....					
Girls' Central, 1st Division.	204	201	37	.....	37	.....	37	6306	6273	31.37	31.20	322	"	1	25	510	536
	204	201	41	.....	41	.....	41	7323	7207	36.43	35.85	418	"	.....	10	432	492
	204	201	41	.....	41	.....	41	7249	7176	36.06	35.70	386	"	1	9	485	495
	204	201	46	.....	46	.....	46	7514	7434½	37.38	36.98	391	"	.....	5	461	466
	204	201	54	.....	54	.....	54	8759	8600½	43.57	43.08	374	"	1	8	470	479
	204	201	59	.....	59	.....	59	9295	9170	46.24	45.62	492	"	.....	2	477	479
	204	201	59	.....	59	.....	59	9670	9599	48.10	47.75	59	"	.....	13	366	379

Girls' Central, 8th Division.	204	201	63	.....	63	.....	63	9542	9442½	47.47	46.97	512	Yes.	.....	.....	388	388
Do.	204	201	58	.....	58	.....	58	9440	9329	46.96	46.41	509	"	1	7	514	522
Do.	204	201	55	.....	55	.....	55	8371	8300	41.04	41.29	448	"	.....	11	538	549
Hillside,	204	201	513	.....	513	.....	513	83469	82591½	415.22	410.85	.....	"	.....	4	151	155
Do.	204	201	42	1	43	27	16	6450	6361½	32.09	31.64	.....	"	.....	.....	152	155
Do.	204	201	32	.....	32	18	14	5498	5417	27.35	26.95	.....	"	.....	3	147	150
Do.	204	201	61	.....	61	39	22	7796	7674½	38.78	38.18	.....	"	.....	3	.....	.....
Kingston St., 1st	204	201	135	1	136	84	52	19744	19453	98.22	96.77	502	"	.....	7	312	319
Do.	204	201	52	.....	52	32	20	8759	8683½	43.57	43.20	.....	"	.....	9	331	340
Do.	204	201	50	.....	50	28	22	7803	7688	38.82	38.24	.....	"	.....	11	463	474
Do.	204	201	65	.....	65	32	33	9403	9290	46.78	46.21	.....	No.	.....	.....	.....	.....
North Ward, 1st Division.	204	201	107	.....	167	92	75	25965	25661½	129.17	127.65	357	"	.....	1	5	208
Do.	204	201	51	.....	51	22	29	7299	7213	36.31	35.88	438	Yes.	.....	1	8	208
Do.	204	201	49	1	50	33	17	8135	8024½	40.68	39.92	484	"	.....	1	4	145
Do.	204	201	53	.....	53	27	26	8808	8681	43.82	43.18	424	"	.....	1	4	204
Do.	204	201	51	.....	51	33	18	8477	8357	42.17	41.57	506	"	.....	1	4	175
Do.	204	201	50	.....	50	30	20	9178	9048½	45.66	45.01	480	"	.....	1	5	177
Do.	204	201	54	.....	54	30	24	8057	7926	40.08	39.43	436	"	.....	5	208	213
Do.	204	201	61	.....	61	30	31	8272	8092	41.15	40.25	373	"	.....	1	4	142
Do.	204	201	38	.....	38	28	10	5830	5674	28.00	28.22	326	"	.....	1	9	205
Do.	204	201	31	.....	31	16	15	6050	5974	30.09	29.72	305	"	.....	4	171	175
Rock Bay,	204	201	439	1	490	274	216	78284	77007	389.43	383.06	390	No.	.....	1	57	58
Do.	204	201	43	.....	43	25	18	6910	6800½	34.37	33.83	345	Yes.	.....	1	71	72
South Park,	204	201	81	.....	81	45	36	12282	12134	61.09	60.26	282	"	.....	1	6	562
Do.	204	201	45	2	47	20	27	7506	7365	37.34	36.64	304	"	.....	5	414	419
Do.	204	201	50	.....	50	23	27	8602	8498	42.79	42.27	.....	"	.....	.....	.....	.....
Do.	204	201	55	.....	55	27	28	9847	9751	48.99	48.51	397	"	.....	3	415	418
Do.	204	201	55	.....	55	23	32	9245	9069	45.99	45.11	494	"	.....	5	6	11
Do.	204	200	59	.....	59	26	33	10240	10110½	51.20	50.55	533	"	.....	4	315	319

TABLE A.—Attendance of Pupils at Graded Schools, Details of Management, &c., 1904-1905.—Concluded.

GRADED SCHOOLS.	No. of prescribed school days.	No. of days school was in session.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Sup't. of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Victoria.—Concluded.																	
South Park, 7th Division.....	204	201	41	.....	41	25	16	6734	6835½	33.50	33.01	356	Yes.	.....	5	298	273
Do. 8th ".....	204	201	54	.....	54	33	21	9339	9250	46.46	46.01	397	"	.....	2	274	276
Spring Ridge, 1st ".....	204	201	51	.....	51	31	20	8629	8550	42.93	42.53	448	"	.....	6	145	151
Do. 2nd ".....	204	201	44	.....	44	21	23	7684	7605	38.22	37.83	397	"	.....	6	205	211
Do. 3rd ".....	204	201	49	.....	49	31	18	7665	7552½	38.13	37.57	408	"	.....	3	108	111
Do. 4th ".....	204	201	57	.....	57	38	19	9765	9640	48.58	47.96	17	"	.....	6	138	144
West, 1st Division.....	204	201	33	.....	33	15	18	6004	5944	29.87	29.57	315	"	.....	4	160	164
Do. 2nd ".....	204	201	40	.....	40	21	19	7068	6969	35.16	34.67	378	"	.....	4	309	313
Do. 3rd ".....	204	201	43	.....	43	20	23	7896	7812½	39.28	38.86	414	"	.....	4	310	314
Do. 4th ".....	204	201	41	.....	41	14	27	6788	6692½	33.77	33.29	326	"	.....	3	317	320
Do. 5th ".....	204	201	62	.....	62	33	29	8089	7929½	39.99	39.45	427	"	.....	4	309	313
Do. 6th ".....	204	201	54	.....	54	26	28	8445	8367½	42.01	41.62	.....	"	.....	4	347	351
Wallington, 1st Division.....	204	178	26	.....	26	15	11	2648	2639½	14.87	14.82	143	No.	1	.....	32	33
Do. 2nd ".....	204	178	31	.....	31	16	15	4745	4715	26.65	26.48	302	Yes.	1	.....	.....	1
Do. 3rd ".....	204	178	32	.....	32	29	8	4525	4487	25.42	25.20	309	"	1	.....	31	32
Grand total, Graded Schools, 1904-1905.....		18099	237	18386	9544	8792	8119	2610270	2567931½	13498.15	13283.20						
" " 1903-1904.....		16745	223	16968	8849			2447716	2405927	12701.34	11886.55						

TABLE A.—Summary of Attendance of Pupils at the Schools of Cities entitled to the Per Capita Grant.

SCHOOLS OF CITIES ENTITLED TO THE PER CAPITA GRANT	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.
Cumberland :									
High School.....	15	11	26	7	19	4323	4265	21.83	21.54
Graded ".....	302	.....	302	152	150	44907	44100	221.19	217.22
Total.....	317	11	328	159	169	49230	48365	243.02	238.76
Fernie.....	338	.....	338	180	158	39131	37204	198.57	188.48
Grand Forks :									
High School.....	25	1	26	13	13	3603	3556½	18.47	18.23
Graded ".....	278	6	284	134	150	40366	40033½	221.79	220.13
Total.....	303	7	310	147	163	43969	43590	240.26	238.36
Greenwood.....	106	.....	106	55	51	11453	11047½	57.54	55.51
Kamloops :									
High School.....	21	6	27	17	10	3864	3831½	21.46	21.28
Graded ".....	306	3	309	159	150	39729	39128½	198.53	195.63
Total.....	327	9	336	176	160	43593	42960	219.99	216.91
Kaslo.....	115	10	125	57	68	19529	19413	97.63	97.04
Ladysmith.....	646	3	649	338	311	86768	85355	479.13	471.30
Nanaimo :									
High School.....	27	45	72	18	54	10825	10636	55.58	54.77
Graded ".....	998	1	999	505	494	151262	149203	745.44	735.28
Total.....	1025	46	1071	523	548	162087	159839	801.02	790.05
Total, 1903-1904.....	1082	29	1111	547	564	169433	166657½	813.46	800.04
Nelson :									
High School.....	24	15	39	14	25	5446	5335½	28.20	27.64
Graded ".....	459	8	467	226	241	66004	65059	341.49	336.44
Total.....	483	23	506	240	266	71450	70394½	369.69	364.08
New Westminster :									
High School.....	40	64	104	43	61	12341	11834	64.00	61.36
Boys' ".....	388	8	396	396	.....	60066	58595	303.32	295.89
Girls' ".....	451	14	465	32	433	68552	66690	342.75	336.78
Sapperton ".....	126	5	131	75	56	17672	17247	89.92	87.90
Westside ".....	156	.....	156	76	80	20132	19434½	102.14	99.68
Total.....	1161	91	1252	622	630	178763	173800½	902.13	881.61
Total, 1903-1904.....	1151	69	1220	616	604	177842	173202	880.20	859.39
Phoenix.....	137	.....	137	66	71	14234	13934½	70.11	68.63

TABLE A.—Summary of Attendance of Pupils at the Schools of Cities entitled to the Per Capita Grant.—*Continued.*

SCHOOLS OF CITIES ENTITLED TO THE PER CAPITA GRANT.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.
Revelstoke:									
High School.....	12	14	26	9	17	3659	3602½	20.32	20.01
Graded ".....	400	1	401	217	184	57830	57206	306.46	303.28
Total.....	412	15	427	226	201	61489	60808½	326.78	323.29
Rossland:									
High School.....	17	13	30	10	20	3936	3888	20.28	20.04
Graded ".....	572	1	573	301	272	83846	82940	416.20	411.73
Total.....	589	14	603	311	292	87782	86828	436.48	431.77
Sandon.....	42	3	45	23	22	4115	4048	20.78	20.44
Slocan.....	76	2	78	32	46	10891	10591	54.45	53.08
Trail.....	154	.....	154	82	72	19585	19274½	97.09	95.54
Vancouver:									
High School.....	249	166	415	171	244	58371	57882½	328.86	326.16
Central School.....	702	9	711	384	327	99857	98402	554.85	546.70
Dawson ".....	1256	9	1265	677	588	169822	166009	963.48	946.52
Fairview ".....	536	.....	536	296	240	83438	82511	430.96	426.16
Do. West, ".....	169	1	170	89	81	19290	18979	136.87	134.67
Model, ".....	129	.....	129	68	61	11675	11562½	98.10	97.16
Mount Pleasant ".....	1036	2	1038	511	527	161819	159564½	805.01	793.79
Roberts ".....	510	.....	510	295	215	75213	74071½	394.64	388.55
Seymour ".....	519	.....	519	265	254	77829	76794½	416.39	410.85
Strathcona ".....	1046	3	1049	494	555	154540	152223	768.78	757.25
Total.....	6152	190	6342	3250	3092	911854	898599½	4897.94	4827.81
Total, 1903-1904.....	5412	145	5557	2853	2704	809651	796367½	4044.52	3978.49
Vernon:									
High School.....	12	16	28	13	15	3486	3450	17.87	17.69
Graded ".....	246	2	248	124	124	35411	34862	182.26	179.45
Total.....	258	18	276	137	139	38897	38312	200.13	197.14
Victoria:									
High School.....	175	93	268	110	158	38675	37941½	213.67	209.60
Boys' ".....	581	15	596	596	.....	100260	99163	499.08	493.62
Girls' ".....	513	.....	513	.....	513	83469	82591½	415.22	410.85
Hillside ".....	135	1	136	84	52	19744	19453	98.22	96.77
Kingston Street ".....	167	.....	167	92	75	25965	25661½	129.17	127.65
North Ward ".....	489	1	490	274	216	78284	77007	389.43	383.06
Rock Bay ".....	81	.....	81	45	36	12282	12134	61.09	60.36

TABLE A.—Summary of Attendance of Pupils at the Schools of Cities entitled to the Per Capita Grant.—*Concluded.*

SCHOOLS OF CITIES ENTITLED TO THE PER CAPITA GRANT.		No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.
Victoria.— <i>Concluded.</i>										
South Park	School.....	402	5	407	197	210	69314	68415½	345.08	340.59
Spring Ridge	".....	201	...	201	121	80	33743	33347½	167.86	165.89
West	".....	273	.....	273	129	144	44240	43715	220.08	217.46
Total	.....	3017	115	3132	1648	1484	505976	490429½	2538.90	2505.85
Total, 1903-1904.	.....	3026	103	3129	1670	1459	502449	496493	2456.12	2427.09

TABLE A. Attendance of Pupils at Common Schools, Details of Management, &c., 1904-1905.

Common Schools.	No. of prescribed school days.	No. of days school was in session.	Population under 6 years.	Population between 6 and 16 years.	No. of children between 6 and 16 who did not attend any school during the year.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Abbotsford.....	204	196½	24	43	.....	43	.....	43	21	22	5119	5074½	25.98	25.82	356	No.	1	3	35	39
Aberdeen.....	204	202	10	22	.....	22	.....	22	15	9	3649	3624	18.06	17.94	226	Yes.	1	11	34	46
Agassiz.....	204	198	54	54	.....	47	.....	47	22	26	6324	6185½	31.94	31.24	392	"	2	7	58	67
Ainsworth.....	204	202	13	14	.....	14	.....	14	5	12	2279	2243½	11.28	11.10	12	"	1	12	28	41
Albani.....	204	186	19	38	.....	38	.....	38	19	20	5019	4988	26.98	26.79	320	"	1	11	27	39
Albani, New.....	204	202	11	32	.....	32	.....	32	14	20	4300	4254	21.29	21.06	223	"	1	5	27	33
Aldergrove.....	204	199	7	26	.....	25	.....	25	13	12	2847	2755½	14.81	13.85	202	"	1	10	38	49
Aldergrove, South.....	204	203	.....	21	.....	21	.....	21	14	7	2740	2732	13.50	13.45	165	"	2	5	.....	7
Alert Bay.....	204	201	8	17	.....	15	.....	15	7	8	2544	2480	12.65	12.34	148	No.	1	8	15	24
Alexandria.....	204	202	.....	.....	.....	47	.....	47	27	20	6122	6090½	30.31	30.15	395	Yes.	1	18	42	61
Anacanda.....	204	199	27	45	.....	45	.....	45	23	22	5014	4910½	25.19	24.68	251	"	1	.....	36	37
Anarchist Mountain.....	204	185	12	21	.....	21	.....	21	13	11	1771	1753	9.08	8.99	58	No.	1	6	16	23
Annedale.....	204	193	3	19	.....	19	.....	19	10	9	2611	2599½	13.52	13.46	178	Yes.	1	1	6	8
Arrowhead.....	204	195	30	32	.....	50	.....	50	26	28	5869	5667½	30.09	28.55	306	"	2	4	103	109
Ashcroft.....	204	204	54	60	.....	67	.....	67	29	33	7208	6849½	35.33	34.06	521	No.	2	13	38	53
Atchultz.....	204	197	15	31	.....	21	.....	21	16	7	2565	2530½	13.02	12.84	163	"	1	4	13	18
Atholmer.....	204	201	8	16	.....	16	.....	16	8	10	2244	2230	11.16	11.09	151	Yes.	1	5	7	13
Atlin.....	204	203	27	23	.....	32	.....	32	19	17	4449	4319½	21.91	21.27	222	"	.....	10	66	76
Barnet.....	204	200	19	28	.....	28	.....	28	15	14	4194	4155½	20.97	20.77	244	"	1	2	77	80
Barnston Island.....	204	199	5	13	.....	13	.....	13	4	10	2344	2328½	11.77	11.70	137	"	1	6	6	13
Beaton.....	204	128	12	16	.....	16	.....	16	14	10	974	962	7.60	7.43	49	No.	1	13	7	21
Beaver.....	204	202	8	15	.....	21	.....	21	12	9	2408	2406½	11.92	11.90	143	Yes.	1	4	13	18

Beaver Creek.....	204	163	3	15	1	17	.....	17	7	10	1624	1620	9.96	9.94	108	Yes.	1	3	8	12
Beaver Mouth.....	152	152	10	7	.....	16	1	17	8	9	1324	1292	8.70	8.50	62	"	1	.....	5	6
Beaver Point.....	204	204	1	17	2	17	1	18	6	12	2368	2367	11.60	11.60	156	No.	1	9	32	42
Bella Coala.....	204	200	.....	.....	.....	21	5	26	15	11	3795	3794	18.97	18.97	221	"	.....	6	64	70
Bella Coala, Lower.....	204	202	13	19	3	21	.....	21	8	13	2658	2657½	10.18	10.18	80	Yes.	.....	10	10	20
Belmont.....	204	195½	12	30	.....	30	3	33	20	13	3634	3645	18.79	18.64	254	"	1	3	32	36
Berlin.....	148	147	7	14	3	11	5	16	8	8	1589	1585½	10.81	10.78	58	"	.....	11	11	22
Black Mountain.....	204	202	8	19	.....	17	.....	17	12	5	1982	1969½	9.81	9.75	134	"	2	3	23	28
Blue Springs.....	204	202	12	20	.....	23	4	27	18	9	3003	2983½	14.86	14.76	179	"	1	9	14	24
Boundary Bay.....	204	194	19	24	.....	21	2	23	11	12	2433	2379	12.54	12.26	169	"	1	3	13	17
Boundary Falls.....	204	200	17	26	.....	30	1	31	20	11	3464	3350½	17.32	16.90	243	"	1	11	30	42
Born Island.....	204	202	7	16	2	17	6	23	9	14	2427	2416	12.01	11.96	157	"	1	2	40	43
Brownsville.....	204	193½	10	30	4	29	.....	29	13	16	3293	3251	16.97	16.80	178	No.	1	15	20	36
Burgoyne Bay.....	204	202	7	2	1	15	.....	15	5	10	2494	2467	12.34	12.21	151	Yes.	1	5	42	48
Burnaby.....	204	200	40	55	1	52	1	53	27	26	5769	5675	28.84	28.37	398	"	1	10	35	46
Burton.....	204	182	18	28	.....	28	1	29	18	11	3015	2992½	16.57	16.44	184	"	1	16	12	29
Cache Creek.....	204	203	5	26	.....	26	.....	26	16	10	3034	3012½	14.94	14.83	176	No.	2	5	18	25
Cadboro Bay.....	204	203	6	12	.....	13	.....	13	2	11	2159	2140	10.63	10.54	127	Yes.	2	11	57	70
Canbarne.....	204	192½	17	12	2	17	1	18	9	9	1856	1789½	9.61	9.29	108	"	1	13	16	30
Campbell Creek.....	204	195½	10	20	2	16	1	17	9	8	2227	2216½	11.36	11.34	147	"	2	8	35	45
Campbell Creek, South.....	204	192	4	12	.....	18	.....	18	10	8	2127	2125	11.07	11.06	140	"	1	12	20	33
Camp Slough.....	204	197	23	37	.....	45	.....	45	18	27	5975	5902	30.33	29.96	385	"	1	2	9	12
Canoe Creek.....	204	193	23	52	.....	35	7	42	26	16	3995	3966½	20.69	20.55	303	"	2	1	25	28
Cape Scott.....	204	220	8	15	.....	15	.....	15	7	8	2332	2332	10.60	10.60	116	No.	.....	7	72	79
Cascade.....	204	187	14	9	.....	10	5	15	8	7	1921	1834	10.27	9.81	15	"	1	7	28	36
Cedar, East.....	204	199	6	20	1	19	.....	19	11	8	2522	2500	12.67	12.56	171	"	1	6	17	24
Cedar, North.....	204	203	14	21	.....	21	3	24	11	13	2885	2842	14.21	14.00	199	Yes.	1	6	19	26
Cedar, South.....	204	202	11	23	3	17	1	18	13	5	2255	2250	11.16	11.13	145	No.	1	4	26	31
Chase River.....	204	199	24	31	1	30	.....	30	17	13	3531	3497	17.74	17.57	242	Yes.	1	19	23	43
Cheam.....	204	196½	29	48	.....	48	2	50	28	22	5583	5513	28.34	27.98	368	"	1	3	4	8
Chemunus.....	204	195½	.....	18	.....	18	.....	18	10	8	2380	2359½	12.14	12.07	135	"	1	7	21	29
Chemunus Landing.....	204	203	43	45	.....	44	.....	44	23	21	6584	6527½	32.43	32.16	385	"	1	2	20	23

TABLE A.—Attendance of Pupils at *Common Schools*, Details of Management, &c., 1904-1905.—*Continued.*

Common Schools.	No. of prescribed school days.	No. of days school was in session.	Population under 6 years.	Population between 6 and 16 years.	No. of children between 6 and 16 who did not attend any school during the year.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Grand total actual daily attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Chiliwack, East.....	204	196 $\frac{1}{2}$	35	53	1	53	.....	52	27	25	7549	7517	38.32	38.25	471	Yes	.....	6	.....	6
Clayton.....	204	198	10	32	13	19	.....	19	13	6	2473	2450	12.49	12.36	157	"	1	6	32	39
Clinton.....	204	197	18	30	.....	31	.....	33	17	16	4797	4778	24.35	24.25	320	"	2	17	21	40
Cloverdale.....	204	198	30	42	4	52	.....	54	32	22	5984	5864 $\frac{1}{2}$	29.96	29.61	399	No.	1	5	19	25
<i>Coldwater</i>	204	200	4	12	.....	12	.....	12	4	8	1612	1611	8.06	8.05	11	Yes.	1	17	23	41
Colwood.....	204	197	21	24	3	25	.....	25	16	9	2896	2893	14.70	14.68	.....	"	2	10	.....	12
<i>Conaple</i>	204	200	19	17	.....	23	.....	23	12	13	2085	1965 $\frac{1}{2}$	10.42	9.82	120	No.	1	.....	.....	1
<i>Commonage</i>	204	198 $\frac{1}{2}$	9	16	.....	20	.....	20	12	8	2381	2366 $\frac{1}{2}$	11.96	11.92	149	Yes.	1	6	8	15
Conox.....	204	201	30	52	2	56	.....	56	32	24	7464	7433	37.13	.....	479	"	1	6	37	44
Courtenay.....	204	200	13	56	1	55	.....	55	32	23	7048	6966	35.24	34.83	443	No.	1	1	13	20
Cowichan.....	204	191	15	40	5	32	.....	34	16	18	3455	3410 $\frac{1}{2}$	18.08	17.38	218	Yes.	1	1	6	8
<i>Craigellachie</i>	204	198	6	12	.....	12	.....	16	11	5	1731	1720	8.74	8.68	100	"	1	6	21	28
Craigflower.....	204	199	5	44	.....	39	.....	40	23	17	4372	4351	21.96	21.86	273	No.	1	4	80	85
Creston.....	204	182	17	53	.....	53	.....	55	35	20	4875	4734 $\frac{1}{2}$	26.73	26.01	389	Yes.	1	3	37	41
Crofton.....	204	196	16	24	2	22	.....	24	14	10	2757	2706 $\frac{1}{2}$	14.06	13.80	157	"	1	25	46	72
<i>Cuttus Lake</i>	204	195 $\frac{1}{2}$	7	18	.....	17	.....	18	10	8	2267	2222	11.57	11.37	61	"	.....	7	26	33
Deadwood.....	204	195	18	29	.....	29	.....	29	12	17	2444	2409	12.53	12.35	29	No.	1	7	12	20
Deep Creek.....	204	199	11	30	.....	30	.....	36	17	19	3425	3421	17.21	17.19	172	Yes.	2	5	7	14
Delta.....	204	190	17	43	.....	43	.....	44	26	18	6105	6024 $\frac{1}{2}$	32.13	31.71	345	"	1	2	16	19
Demnan Island.....	204	202	15	28	2	26	.....	26	16	10	3131	3086	15.50	15.27	183	"	1	3	21	25
Departure Bay.....	204	203	13	20	3	17	.....	21	8	13	2738	2632 $\frac{1}{2}$	13.48	12.96	175	"	2	6	24	32
<i>Discovery</i>	204	210	18	14	1	17	.....	19	15	4	1764	1746	8.40	8.31	87	"	.....	8	42	50

<i>Dolan's Corners</i>	204	197	8	12	12	12	12	7	5	1828	1818½	9.28	9.23	114	Yes.	2	2	13	17
<i>Douglas</i>	204	202½	8	19	.....	20	.....	20	1	21	8	13	2547	2532	12.54	12.50	21	"	1	14	37	52
<i>Ducks</i>	204	204	9	20	3	.....	17	4	21	8	8	13	2726	2624	13.36	12.86	177	"	2	17	43	62
<i>Duhamel</i>	204	184	2	16	.....	16	.....	16	2	18	7	11	2366	2357	12.85	12.80	18	"	1	5	8	14
<i>Danach</i>	204	200	6	14	.....	16	.....	16	.....	16	6	10	2400	2400	12.00	12.00	138	"	1	7	41	49
<i>Danach, South</i>	204	200	12	36	5	31	.....	31	.....	31	17	14	3467	3417½	17.33	17.08	254	"	1	8	46	55
<i>Eburne</i>	204	200	15	23	1	46	.....	46	.....	46	19	27	3981	3981	19.90	19.40	223	"	2	4	.....	6
<i>Eholt</i>	204	202	27	20	1	27	.....	27	.....	27	13	14	3659	3576½	18.11	17.70	27	No.	1	2	38	41
<i>Elk Lake</i>	204	203	15	40	2	38	.....	38	.....	38	20	18	5090	5082½	25.07	25.03	321	Yes.	1	14	39	54
<i>Elko</i>	204	167½	14	35	1	31	.....	31	4	35	19	16	3077	2986½	18.31	17.83	125	"	1	12	12	25
<i>English</i>	204	196	41	47	.....	48	.....	48	4	52	20	32	6056	6031	30.90	30.77	444	No.	1	4	13	18
<i>Essington</i>	204	188½	41	36	.....	45	.....	45	1	46	23	23	4565	4467½	24.15	23.70	254	Yes.	.....	1	5	6
<i>Fairfield</i>	204	197½	20	31	2	13	.....	13	3	16	10	6	2156	2144	10.88	10.85	137	No.	1	.....	1	2
<i>Fairview</i>	204	171	.....	.....	.....	37	.....	37	2	39	19	20	2933	2779½	17.15	16.25	189	Yes.	1	7	14	22
<i>Ferguson</i>	204	203	32	15	3	17	.....	17	3	20	14	6	2137	2077½	10.52	10.23	10	"	1	.....	.....	1
<i>Ferdale</i>	204	202½	18	29	2	27	.....	27	1	28	12	16	4007	3938	19.73	19.45	132	"	1	9	29	39
<i>Field</i>	204	203	33	23	.....	29	.....	29	1	30	14	16	2900	2738	14.28	13.48	216	"	1	5	18	24
<i>Fort Steele</i>	204	199½	14	19	.....	33	.....	33	3	36	20	16	3768	3617½	18.84	18.13	190	"	1	7	22	30
<i>Foster's Bar</i>	39	38	8	11	.....	11	.....	11	.....	11	10	1	402	401	10.57	10.54	22	"	.....	7	12	19
<i>Gabriola, South</i>	204	199	19	25	.....	25	.....	25	.....	25	15	10	2951	2951	14.82	14.82	197	"	1	11	23	35
<i>Galena</i>	196	185½	.....	13	.....	13	.....	13	.....	13	6	7	1698	1691½	9.13	9.12	101	"	1	11	5	17
<i>Galiano</i>	204	195	8	17	2	15	.....	15	1	16	11	5	2474	2472½	12.68	12.67	155	"	1	21	100	122
<i>Galiano, South</i>	29	25	.....	.....	.....	3	.....	3	.....	3	2	1	75	74½	3.00	2.98	.....	.....	.....	.....	.....	.....
<i>Ganges</i>	204	205	15	25	.....	26	.....	26	.....	26	18	8	3516	3516	17.15	17.15	166	"	1	6	51	58
<i>Gill</i>	204	204	19	29	1	28	.....	28	1	29	12	17	3977	3967	19.49	19.44	263	"	1	7	34	42
<i>Glenemma</i>	204	198	21	20	1	13	.....	13	2	15	5	10	1774	1772	8.95	8.94	77	No.	1	6	34	41
<i>Glenora</i>	204	201	10	13	.....	13	.....	13	.....	13	9	4	2143	2134½	10.06	10.61	128	Yes.	1	2	10	13
<i>Glenvalley</i>	204	190	12	23	5	24	.....	24	1	25	13	12	2899	2896	15.26	15.24	189	No.	.....	7	62	69
<i>Glenwood</i>	204	192	8	19	.....	25	.....	25	2	27	11	16	2393	2383½	12.46	12.41	177	Yes.	1	5	26	32
<i>Goldstream</i>	204	195	3	14	1	13	.....	13	2	15	9	6	2020	2013	10.35	10.32	129	No.	1	4	18	23
<i>Gordon Head</i>	204	201	13	18	.....	30	.....	30	.....	30	12	18	3796	3784	18.88	18.82	225	"	1	4	53	58
<i>Grand Prairie</i>	187	165	2	19	1	19	.....	19	2	21	8	13	1405	1395½	8.51	8.24	88	Yes.	1	5	5	11

TABLE A.—Attendance of Pupils at Common Schools, Details of Management, &c., 1904-1905.—Continued.

COMMON SCHOOLS.	No. of prescribed school days.	No. of days school was in session.	Population under 6 years.	Population between 6 and 16 years.	No. of children between 6 and 16 who did not attend any school during the year.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.	Boys.	Girls.	Grand total days' attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
Grantham.	204	203	8	22	4	20	.....	20	14	6	2411	11.88	11.78	165	No.	.....	5	165	170
Gulfside.	204	204	14	18	.....	32	2	34	18	16	4511	22.11	22.06	187	"	1	10	15	26
Hall's Prairie.	204	197	19	39	4	35	.....	35	11	24	3534	17.94	17.92	214	Yes.	1	5	54	60
Hammond.	204	197	19	70	1	36	3	39	24	15	3202	16.25	15.93	172	"	1	3	11	15
Haney	204	198	14	33	.....	33	2	35	21	14	3347	16.90	16.80	214	"	1	4	12	17
Haney, East.	204	199	21	34	.....	31	2	33	14	19	4266	21.44	21.29	289	No.	1	7	19	27
Harrison Hot Springs.	88	82	.....	.....	.....	11	.....	11	6	5	715	8.72	8.52	.....	.....	.....	.....	.....	.....
Harrison River.	204	203	23	20	.....	27	.....	27	10	17	3254	16.03	15.87	164	Yes.	2	3	1	6
Hatzic	204	199	14	46	8	37	.....	37	25	12	3762	18.90	18.60	234	"	1	3	6	10
Hatzic Prairie.	204	181	15	25	.....	25	1	26	14	12	2613	14.43	14.20	98	No.	1	7	34	42
Hedley	204	199	32	39	.....	36	1	37	19	13	4295	21.58	21.00	264	Yes.	1	1	.....	2
Hope.	121	121	7	13	.....	15	1	16	11	5	1614	13.34	13.28	82	"	1	6	18	25
Hope Station.	204	200	9	12	.....	15	.....	15	10	5	2678	13.39	13.18	157	"	2	22	35	59
Hornby Island.	29	29	3	11	2	10	.....	10	6	4	222	7.65	7.65	10	"	.....	.....	.....	.....
Horse Creek.	165	160	6	9	.....	9	3	12	5	7	1298	8.11	8.04	81	No.	1	5	13	19
Howe Sound.	204	201½	26	33	1	32	.....	32	19	13	3506	17.35	17.19	200	Yes.	1	12	45	58
Hume	204	202	.....	.....	.....	53	1	54	27	27	7068	34.99	34.65	424	"	1	3	63	67
Huntingdon.	204	199	10	22	.....	26	1	27	12	15	2821	14.17	14.05	194	No.	1	5	28	34
Illecillewaet.	204	196	3	12	.....	13	1	14	7	7	1820	9.28	9.06	111	Yes.	1	24	39	64
Isabella Point.	154	151	5	14	.....	14	1	15	11	4	1755	11.62	11.31	102	"	.....	11	12	23
Jafray.	133	126	20	10	.....	19	2	21	14	7	1308	10.39	9.88	72	"	1	2	9	12
Jubilee.	204	201	.....	11	.....	11	2	13	9	4	2062	10.26	10.23	127	"	1	16	48	66

TABLE A.—Attendance of Pupils at *Common Schools*, Details of Management, &c., 1904-1905.—*Continued.*

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Mayne Island.....	204	201	12	31	5	26	1	27	12	15	3280	3272½	16.31	16.28	198	Yes.	1	26	49	76
Metchozin.....	204	203	9	24	2	22	22	11	11	2156	2135½	10.62	10.51	151	"	2	20	16	38
<i>Metlakatla</i>	196	183½	12	39	39	39	20	19	6213	5848	33.77	31.73	364	"	18	63	81
Midway.....	204	202	36	49	5	53	1	54	19	35	6916	6854½	34.23	33.93	376	"	1	32	33
Minto.....	204	200	17	27	1	24	2	26	14	12	2840	2791	14.20	13.95	199	No.	1	5	10	16
<i>Monte Creek</i>	67	65	30	22	7	13	1	14	6	8	650	646½	10.00	9.95	37	Yes.	6	7	13
Moodyville.....	204	200	14	25	25	1	26	18	8	3847	3702½	19.23	18.81	187	"	1	7	19	27
Morrissey.....	154	146	50	61	15	46	46	24	22	3583	3505	24.54	24.41	18	"	1	5	28	34
Morris Valley.....	204	199	7	11	1	10	4	14	2	12	2094	2079	10.52	10.44	1	No.	5	18	23
Mountain.....	204	193	13	33	1	34	34	18	16	4562	4492½	23.63	23.27	276	Yes.	1	6	9	16
Mount Lehman.....	204	194	12	36	1	41	41	27	14	4436	4394½	22.86	22.65	316	"	1	11	34	46
Mount Sicker.....	204	203	30	20	3	27	3	30	16	14	3426	3410½	16.87	16.80	25	"	1	3	14	18
Mud Bay.....	204	202	25	44	44	4	48	25	23	5446	5446	26.96	26.96	362	"	1	4	13	18
Nakusp.....	204	199	36	36	41	7	48	24	24	6839	6414	33.36	32.23	372	"	1	2	59	62
Nanaimo Bay.....	204	203	9	43	43	43	20	23	6355	6133	31.30	30.21	395	No.	1	23	30	54
Nanaimo, North.....	204	204	15	33	3	30	30	16	14	5079	5012	24.89	24.57	296	Yes.	2	5	40	47
Nanaimo, South.....	204	203	15	41	41	41	24	17	5623	5428½	27.20	26.74	345	"	1	4	33	38
<i>Nickel Plate</i>	82	79½	8	8	8	1	9	6	3	644	637	8.05	8.01	34	"	1	4	5
Nicola.....	204	183	21	23	2	26	3	29	11	18	3219	3160½	17.59	17.27	181	"	1	4	33	38
Nicola, Lower.....	204	200	15	21	21	1	22	13	9	2637	2634½	13.13	13.17	169	"	2	4	22	23
Nicomen.....	204	195½	13	21	18	18	10	8	2061	2054	10.62	10.51	143	"	1	10	10	21
<i>Nicomen, North</i>	204	208	8	18	20	20	6	14	3120	3113	15.00	14.96	182	No.	1	4	105	110

	204	202	16	33		33		20	13	4614	4558	22.84	22.56	257	No.	2	6	23	31
North Bend																			
North Thompson	204	183	11	14	.....	14	1	15	5	1850	1840½	10.11	10.11	11f	Yes.	1	6	14	21
North Thompson, West	204	199	5	15	.....	13	1	14	6	2454	2451½	12.33	12.31	140	"	1	5	13	24
Notch Hill	204	205	25	.....	.....	27	2	29	17	3053	3003½	14.89	14.65	23	"	1	.....	7	8
Oak Bay	204	203	47	73	.....	2	48	48	23	5715	5519	28.15	27.18	386	"	1	16	35	52
Okanagan	204	202	18	47	.....	2	42	44	21	4337	4247½	21.47	21.02	165	"	2	3	7	12
Okanagan Falls	204	201	3	15	.....	2	14	17	8	2205	2200	10.97	10.94	112	No.	1	1	.....	2
Okanagan Landing.	204	194	6	17	.....	20	.....	12	8	2220	2099	11.44	10.81	125	Yes.	2	3	5	10
Okanagan Mission	204	203	9	23	.....	23	.....	15	11	2397	2770½	14.76	13.65	182	"	2	15	47	64
Okanagan, South	204	200	12	24	.....	24	.....	17	10	3363	3368	16.84	16.84	258	No.	2	3	11	16
Otter	204	194½	12	38	.....	1	.....	38	15	5272	5232	27.03	26.90	353	Yes.	1	2	14	17
Otter Lake	204	198	18	24	.....	2	.....	25	15	3404	3380½	17.19	17.07	229	"	1	4	9	14
Oyster, North	204	197	19	32	.....	33	.....	33	16	3484	3442½	17.69	17.47	265	No.	2	9	16	27
Pachelqua	175	150	4	14	.....	14	2	16	5	1574	1574	10.46	10.46	.....	"	1	36	56	93
Parksville	204	203	19	33	.....	5	.....	28	15	4179	4147½	20.58	20.43	253	Yes.	1	5	3	9
Pavilion	83	80	.....	.....	.....	10	.....	10	6	578	577	7.22	7.21	.....	.....	.....	.....	.....	.....
Peachland	204	201	24	56	.....	7	.....	60	33	7705	7614½	38.33	37.88	374	No.	2	6	107	115
Pender Island	204	201	10	31	.....	6	.....	32	17	4218	4158½	20.98	20.69	188	Yes.	.....	6	.....	6
Penticton	204	199	16	25	.....	25	.....	25	15	2190	2180	11.05	10.94	137	"	2	.....	13	15
Poplar	204	189	6	11	.....	11	.....	5	9	1559	1545	8.25	8.18	14	"	1	4	5	10
Port Kells	204	197	8	23	.....	2	.....	22	10	1947	1943½	9.88	9.86	113	"	1	4	8	13
Port Moody	204	202	42	56	.....	.....	.....	56	23	7262	7241	35.95	35.84	4	No.	1	3	60	64
Prairie	204	198	18	51	.....	30	.....	33	17	4801	4716½	24.25	23.83	313	Yes.	1	1	66	68
Princeton	204	204½	27	28	.....	8	.....	21	10	2788	2743	13.60	13.41	180	"	1	2	28	31
Prospect Lake	204	203	11	21	.....	23	.....	23	11	3570	3560	17.58	17.53	220	"	3	4	8	15
Qamichan	204	195½	.....	.....	.....	31	.....	33	12	4640	4378	23.31	22.05	275	"	1	17	18	36
Quesnel	204	200½	28	30	.....	30	.....	33	13	3360	3270½	16.71	16.31	194	"	1	3	30	34
Retreat Cove	106	103	8	11	.....	1	.....	10	4	982	981	9.04	9.03	10	No.	.....	12	26	38
Rock Creek	204	202	12	21	.....	3	.....	21	9	1978	1978	9.79	9.79	135	Yes.	1	3	8	12
Rock Mountain	204	175	7	17	.....	4	.....	24	12	1664	1650½	9.51	9.42	129	"	1	1	22	24
Rosebery	204	199	1	14	14	16	2	2127	2105½	10.68	10.58	111	"	1	8	26	35
Rosedale	204	198½	22	58	58	61	25	7426	7261½	37.32	36.49	464	"	2	4	25	31

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Round Prairie	204	199	4	22	2	26	26	16	10	2732	2685½	13.73	13.24	26	Yes.	2	3	15	20
Ryan	204	192½	4	6	13	3	16	7	9	1949	1861	10.09	9.66	115	No.	1	2	38	41
Saanich, North	204	202	12	43	2	41	41	24	17	5693	5663	28.18	28.03	386	Yes.	1	4	29	34
Saanich, South	204	197	20	49	49	1	50	22	28	6414	6381½	32.55	32.39	356	Yes.	1	4	22	27
Saanich, West	204	201	13	37	32	1	33	19	14	3562	3524½	17.72	17.53	237	Yes.	1	10	47
Sahlam	204	180	7	11	12	1	13	5	8	1664	1639	9.24	9.22	84	Yes.	1	2	5	8
Saint Elmo	204	143	11	14	8	18	18	8	10	1552	1534	10.85	10.72	120	No.	1	5	14	20
Salmo	204	202½	12	25	31	2	33	11	22	4241	4144½	20.89	20.46	259	No.	1	2	20	23
Salmon Arm, East	204	187½	32	51	51	28	23	5300	5267	28.51	28.01	388	No.	2	3	67	72
Salmon Arm, West	204	195	27	47	2	45	45	23	22	5528	5448	28.35	27.94	359	Yes.	2	5	23	30
Sandwich	204	200	27	50	2	46	3	49	29	20	5876	5848	29.38	29.24	380	Yes.	1	15	21	37
Savona	204	201	13	16	1	24	24	13	11	2278	2252	11.33	11.20	155	Yes	2	2	37	41
Scott Road	204	198	6	20	6	24	1	25	10	15	2792	2785	14.10	14.06	204	Yes.	1	5	26	32
Shawnigan Lake	204	204	19	31	4	24	2	26	15	11	2482	2435½	12.17	11.93	184	No.	1	8	31	40
Shuswap	204	202	14	34	1	33	1	34	16	18	5035	5026	24.92	24.88	216	Yes.	2	2	21	25
Shuswap Falls	64	64	5	12	1	12	1	13	5	8	620	619½	9.68	9.68	24	Yes.	1	9	15	25
Sidney	204	200½	22	51	51	1	52	24	28	6746	6669	33.56	33.26	421	Yes.	1	15	59	75
Silver Creek	204	198½	11	14	1	13	13	6	7	1719	1662	8.63	8.37	113	Yes.	1	4	28	33
Silverdale	204	194	19	35	3	32	32	16	16	3887	3870	20.03	19.94	246	Yes.	1	5	24	30
Silverton	204	199	15	7	15	3	18	6	12	1949	1892½	9.79	9.51	123	Yes.	1	4	13	21
Similkameen	204	150	6	11	2	16	1	17	8	9	1287	1285½	8.58	8.57	83	No.	6	6
Simpson	204	193	7	16	22	1	23	12	11	3073	3015½	15.92	15.62	191	Yes.	1	10	64	75

Somenos	202	19	42	.....	17	2	19	10	9	2474	2442	12.24	12.03	152	Yes.	1	2	8	11
Sooke	204	195½	10	.....	27	3	30	13	17	3019	2982	15.40	15.25	196	Yes.	1	9	40	50
Sooke, East	204	187	6	2	22	.....	22	10	12	2201	2235½	11.47	11.35	167	No.	1	11	52	64
Southfield	204	203	20	17	2	.....	15	7	8	2180	2049½	10.73	10.09	146	Yes.	1	11	47	59
Spallumcheen	204	186	8	16	.....	17	2	19	9	2577	2557	13.15	13.05	157	Yes.	2	5	19	26
Spence's Bridge	204	186	5	15	.....	11	.....	11	4	1428	1422	7.67	7.04	97	Yes.	2	1	24	27
Spring Brook	204	199	12	14	.....	14	1	15	7	2380	2356	11.96	11.84	15	Yes.	1	2	27	30
Spuzzum	204	203	18	26	6	20	.....	20	9	2675	2660½	13.18	13.13	158	No.	1	.....	18	19
Squamish	204	195	12	21	2	19	.....	19	9	2605	2600½	13.36	13.33	156	Yes.	1	3	22	26
Stave River	204	194	7	15	.....	15	2	17	13	2316	2303½	11.93	11.87	150	No.	1	4	13	18
Strawberry Vale	204	170	10	34	1	32	.....	32	23	3574	3554½	21.02	20.90	257	No.	1	6	30	37
Stuart Lake	204	202	.....	.....	.....	20	.....	90	7	3332	3324	16.49	16.45	20	No.	.....	7	15	22
Sumas	204	201	13	26	.....	26	2	28	16	3699	3625	18.40	18.03	217	Yes.	1	2	8	11
Sumas, South	204	202	12	19	.....	19	1	20	13	2776	2772½	13.74	13.72	165	Yes.	1	6	21	28
Sumas, Upper	204	199	4	22	2	19	8	27	20	3993	2975½	15.04	14.95	.....	No.	1	4	8	13
Summerland	204	203	33	73	8	74	.....	74	36	7876	7802½	38.79	38.43	413	Yes.	2	4	42	48
Sunbury	204	199	40	36	3	33	1	34	18	3268	3268	16.42	16.42	232	Yes.	1	14	.....	15
Surrey Centre	204	198½	21	32	.....	40	.....	40	21	4051	4010	20.36	20.20	267	Yes.	1	2	10	13
Tappen Siding	204	200	31	19	1	23	.....	23	10	2824	2814	14.12	14.	187	Yes.	1	11	11	23
Three Forks	204	197½	7	10	.....	12	1	13	9	1785	1719½	9.01	8.70	86	Yes.	1	.....	22	23
Tobacco Plains	204	177½	14	12	7	10	4	14	4	1613	1607	9.06	9.05	97	No.	1	10	8	19
Trenant	204	196	13	30	.....	30	.....	30	11	4221	4182½	21.53	21.34	19	Yes.	1	4	13	23
Trout Lake	204	179	44	54	.....	54	4	58	23	6663	6506	37.22	36.34	365	Yes.	1	4	13	18
Tynehead	204	201	26	37	1	43	.....	43	23	3447	3393	17.14	16.88	173	Yes.	1	4	29	34
Union Bay	204	197	22	62	.....	40	3	43	19	5642	5590½	28.64	28.38	324	Yes.	1	10	47	53
Valdez Island	204	204	18	22	5	17	2	19	13	2233	2225½	10.94	10.90	154	Yes.	1	15	36	52
Van Anda	204	193	64	52	.....	52	2	54	24	7369	7214½	38.15	37.38	455	Yes.	1	9	54	64
Vancouver, North	204	201	85	73	.....	69	1	70	33	7796	7618½	38.75	37.90	408	Yes.	1	11	73	85
Vancouver, West	204	199½	95	107	9	63	1	64	33	8117	7841½	40.58	39.30	426	Yes.	2	1	53	56
Vesuvius	204	204	15	41	9	31	.....	31	15	3687	3666	18.07	17.97	236	Yes.	1	11	20	22
Vesuvius, North	204	203	8	15	1	15	4	19	10	2140	2088½	10.54	10.29	155	Yes.	1	15	20	36
Wardner	204	193	22	15	.....	31	2	33	14	2805	2717½	14.53	14.08	19	No.	1	1	14	16

TABLE A.—Attendance of Pupils at *Common Schools*, Details of Management, &c., 1904-1905.—*Concluded.*

COMMON SCHOOLS.	No. of prescribed school days.	No. of days school was in session.	Population under 6 years.	Population between 6 and 16 years.	No. of children between 6 and 16 years.		No. of pupils between 6 and 16 who did not attend any school during the year.	No. of pupils between 6 and 16 who attended the school during the year.	No. of pupils of other ages who attended the school during the year.	Total number of pupils of all ages who attended the school during the year.		Boys.	Girls.	Grand total daily attendance made by all the pupils enrolled.	Grand total actual attendance made by all the pupils enrolled.	Average daily attendance.	Average actual daily attendance.	No. of monthly reports sent to parents.	School opened or closed with the Lord's Prayer. (Yes or No.)	No. of visits by the Superintendent of Education, or Inspectors.	No. of visits by Trustees.	No. of visits by others.	Total visits to school.
					No. of children between 6 and 16 who did not attend any school during the year.	No. of pupils between 6 and 16 who attended the school during the year.																	
<i>Webster's Corners</i>	204	202	9	14	.....	15	1	16	8	1927	1910 ¹	8	8	1927	1910 ¹	9.53	9.45	122	Yes.	1	3	5	9
<i>Westbank</i>	204	201 ¹	14	28	5	23	2	25	15	2278	2240 ¹	15	10	2278	2240 ¹	11.27	11.16	121	No.	2	19	40	61
<i>Westham Island</i>	204	200	21	32	1	31	1	32	21	4076	4061 ¹	21	11	4076	4061 ¹	20.38	20.30	278	No.	1	1	15	17
<i>Whonock</i>	204	200	16	26	3	23	.....	23	9	2999	2942 ¹	9	14	2999	2942 ¹	14.99	14.71	188	Yes.	1	10	38	49
<i>Williams Lake</i>	191	189	10	13	.....	16	.....	16	6	1771	1766	6	10	1771	1766	9.37	9.34	104	Yes.	1	6	26	33
<i>Wilmer</i>	204	203	20	25	3	22	2	24	17	3377	3309	17	7	3377	3309	16.63	16.30	24	Yes.	1	7	3	11
<i>Windermere</i>	204	192	12	20	5	14	1	15	7	1884	1868	7	8	1884	1868	9.81	9.72	121	No.	1	6	11	18
<i>Winlaw</i>	204	204	31	15	.....	18	1	19	9	2176	2148	9	10	2176	2148	10.66	10.53	116	No.	1	.....	13	14
<i>Yale</i>	204	204	11	18	.....	18	2	20	12	2330	2370	12	8	2330	2370	14.36	14.06	168	No.	2	6	5	13
<i>Ymir</i>	204	204	35	43	.....	43	3	46	24	6420	6332 ²	24	22	6420	6332 ²	31.47	31.03	392	Yes.	1	13	45	59
Grand Total, <i>Common Schools</i> , 1904-1905	.....	.....	.....	.....	.....	7543	385	7928	4127	931603	918689	.....	3801	931603	918689	4820.70	4754.39	.....	.....	.....	.....	.....	.....
" " " " " " " " " " " " " " " "	.....	.....	.....	.....	.....	7462	376	7838	4100	904578	890516	.....	3738	904578	890516	4587.41	4520.68	.....	.....	.....	.....	.....	.....

TABLE B.—Abstract of Studies, &c., pursued in the *High Schools* for the year 1904-1905.

High Schools.	A.—ENGLISH.					B.—HISTORY AND GEOGRAPHY.					C.—MATHEMATICS.					D.—SCIENCE.				E.—CLASSICS.				F.
	Reading.	Writing and Spelling.	English Grammar.	Composition & Rhetoric.	English Literature.	British History.	Canadian History.	Roman History.	Grecian History.	Geography.	Arithmetic.	Algebra.	Geometry.	Trigonometry.	Book-keeping.	Chemistry.	Physical Science.	Physiology.	Botany.	Latin.	Greek.	French.	German.		Drawing.
Chilliwack (1 division)	29	29	28	28	28	23	28	11	.....	28	28	28	28	.....	17	.....	28	17	11	29	.....	29	.....	.....
Cumberland (1 division)	26	26	26	26	26	26	26	6	.....	26	26	26	21	.....	20	.....	26	20	6	21	.....	.....	6	.....
Grand Forks (1 division)	26	26	26	26	26	26	26	.....	.....	26	26	26	26	.....	17	.....	26	17	.....	26	.....	.....	.....	.....
Kamloops (1 division)	27	27	27	27	27	27	27	.....	.....	27	27	27	27	.....	27	.....	27	27	.....	24	.....	.....	.....	.....
Nanaimo (3 divisions)	72	72	70	72	72	72	72	11	2	70	70	70	72	2	56	2	42	29	11	70	1	37	.....	.....
Nelson (2 divisions)	39	39	39	39	39	39	39	2	2	39	37	39	39	2	35	39	39	35	2	38	.....	4	.....	.....
New Westminster (3 divisions)	104	104	104	104	104	86	86	18	18	97	95	101	101	6	86	11	34	93	11	97	.....	16	7	.....
Revelstoke (1 division)	26	26	26	26	26	.....	.....	.....	.....	.....	22	26	26	.....	24	.....	24	21	.....	26	3	.....	.....	.....
Rossland (1 division)	30	30	30	30	30	30	25	.....	.....	25	30	30	30	.....	5	5	25	25	.....	30	5	.....	.....	.....
Vancouver (11 divisions)	415	415	313	415	415	313	313	30	7	313	313	415	415	30	313	192	336	4	.....	408	64	200	2	.....
Vernon (1 division)	28	28	12	12	28	12	12	16	16	16	12	28	28	.....	2	16	12	1	6	24	.....	26	.....	12
Victoria (8 divisions)	268	268	217	227	268	217	217	10	10	217	217	268	268	10	99	41	297	33	77	262	.....	261	.....	.....
Total, 1903-1904	1090	1090	918	1032	1089	876	871	104	55	884	903	1084	1081	50	701	306	846	322	124	1055	73	573	15	12
	891	891	898	920	981	892	855	124	42	858	860	981	980	44	735	331	874	771	40	951	51	391	20	1

Vancouver:	Central School (12 Div'ns)	140	78	111	139	96	147	...	711	147	147	430	711	307	251	360	711	595	40	27	568	507	95	...	...
	Dawson "	(22 "	)	271	155	134	148	176	381	...	381	919	1265	705	705	736	1138	1265	44	137	1018	741	50	...	...
	Fairview "	(9 "	)	124	40	57	61	92	162	...	254	162	412	536	285	255	315	536	536	...	...	361	423	...	...
	Do. West, "	(3 "	)	71	22	25	27	25	...	...	...	170	170	52	52	76	170	118	...	...	170	170	...	...	
	Model "	(2 "	)	49	23	17	40	...	...	...	...	45	129	40	...	57	102	129	...	...	72	72	...	...	
	Mt. Pleasant, "	(17 "	)	215	84	99	259	191	220	...	160	226	719	1038	640	640	719	886	886	...	...	793	878	113	...
	Roberts "	(9 "	)	95	24	98	83	95	115	...	115	115	391	510	293	293	352	510	454	...	...	390	395	51	...
	Seymour "	(9 "	)	115	101	51	96	77	79	...	116	116	443	519	191	164	303	519	449	46	33	378	403	...	...
	Strathcona "	(17 "	)	242	148	124	183	159	193	...	259	193	780	1049	475	341	536	982	780	36	74	881	896	36	...	
	Vancouver, East (2 Divisions),...	33	8	7	10	20	14	...	92	92	8	14	59	92	44	44	51	92	92	...	...	12	48	...	...
	Vancouver, South (2 Divisions) ..	31	9	27	21	25	18	...	131	131	7	13	100	131	18	7	91	131	131	18	9	67	67	...	...
	Vernon (5 Divisions).....	53	19	23	27	74	52	...	248	248	52	52	225	248	126	52	153	248	176	95	147	52	
	Victoria:																										
	Boys' School (12 Div'ns)	110	65	77	53	53	238	...	596	596	291	291	436	596	271	271	344	554	596	38	...	554	544	...	...
	Girls' "	(10 ")	55	...	58	63	118	219	...	513	219	400	513	337	337	458	513	513	37	181	513	513	41	
	Hillside "	(3 ")	64	27	45	136	136	43	136	136	136	...	43	136	136	136	
	Kingston St. "	(3 "	)	18	66	83	...	...	167	167	...	...	102	167	...	...	52	167	167	...	...	115	167	...	...
	North Ward "	(10 ")	72	58	135	225	...	490	256	490	490	306	306	421	490	490	51	39	490	50	151	
	Rock Bay "	(2 "	)	32	19	11	...	...	81	81	...	...	...	81	...	...	11	81	81	...	...	38	38	...	...
	South Park "	(8 ")	73	81	253	...	407	253	407	407	307	348	366	407	407	93	...	407	46	46	
	Spring Ridge "	(4 "	)	57	49	18	49	28	...	201	...	...	95	201	51	51	95	201	201	...	...	201	49	...	...
	West "	(6 "	)	54	16	46	41	43	73	...	273	73	219	273	116	116	157	273	273	33	42	273	116	...	...
	Wellington (3 Divisions)	22	6	19	21	9	17	...	94	94	17	17	72	94	17	17	57	94	37	2	2	
Total for Graded Schools, 1904-1905	3899	1874	2402	2630	2978	4374	79	18336	18336	4851	4052	14348	18330	8744	8199	10901	17395	16619	1377	850	11296	8136	2027	123	252	44	51
Total for 1903-1904	3894	1658	2009	2283	3063	3904	157	16968	16968	4831	3627	13619	16968	8020	7126	10607	15909	15189	1811	788	11247	4572	2216	113	431	54	52

TABLE B.—Abstract of Studies, &c., pursued in the *Common Schools* for the year 1904-1905.—*Continued.*

Common Schools.	Common Schools.														Needlework.	Calisthenics.	Book-keeping.	Temperance.	Agriculture.	Mensuration.	Algebra.	Geometry.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	First Primer.	Second Primer.	First Reader.	Second Reader.	Third Reader.	Fourth Reader.	Literature.	Writing.	Dictation and Spelling.	English Literature.	Arithmetic.	Geography.	English Grammar.	Canadian History.									British History.	Composition.	Nature Lessons & Hygiene.	Music.	Drawing.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
Round Prairie	4	1	2	6	9	4	26	26	26	26	19	13	4	4	21	4	14

[illegible]

TABLE C.—Public School Teachers and Trustees during 1904-1905.

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Abbotsford	Miss R. S. Coghlan	\$55 00	J. H. H. Nelson, Sec. (1); Donald Fraser (2); James F. Cooke (3).
Aberdeen.	Miss M. L. Shaw	45 00	V. Lehman, Sec. (1); W. N. Gledhill (2); J. F. Macey (3).
Agassiz	Miss A. M. Redfern	50 00	Mrs. R. Hubbard, Sec. (1); E. E. Greyell (2); J. A. H. Morrow (3).
Ainsworth	Miss Maud Clapp	55 00	Geo. McIntosh, Sec. (3); Mrs. C. F. Olson (1); E. O. Evans (2).
Alberni	John Howitt	60 00	James Redford, Sec. (3); A. W. Heath (1); F. C. Bishop (2).
Alberni, New	E. Foy; Miss E. C. Ohlson	55 00	J. S. Richardson, Sec. (2); G. H. Bird (1); R. DeBeaux (3).
Aldergrove	Miss L. M. Parrott	50 00	A. M. Vanetta, Sec. (1); J. C. Swanson (2); C. Taylor (3).
Aldergrove, South	Miss E. G. Kingston; J. E. Jay, B.A.	50 00	J. A. Nash, Sec. (2); Mrs. A. Lindseth (1); Mrs. G. A. Warner (3).
Alert Bay	Miss Clara Cripps	50 00	W. Woollacott, Sec. (2); A. Mathers (1); G. W. DeBeek (3).
Alexandria	Miss Beatrice Ball; Miss S. A. Mills	60 00	Thomas Galloway, Sec. (3); J. McBride (1); Jas. Bateman (2).
Anaconda	Miss F. E. Gibson	60 00	Chas. H. Tye, Sec. (1); J. Wilmshurst (2); D. J. Sullivan (3).
Anarchist Mountain	A. A. McPhail	50 00	R. G. Sidley, Sec. (1); J. M. Bozarth (2); C. J. Kingsley (3).
Annedale	Miss J. M. Inglis; H. Hodder	50 00	J. M. Gillis, Sec. (1); G. T. Triggs (2); W. C. Bournes (3).
Armstrong, 1st Division ..	Eli Wilson, B.A.	75 00	} H. A. Fraser, Sec. (1); W. J. Armstrong (2); F. C. Wolfenden (3).
Do. 2nd " ..	Miss N. G. Macdonald	60 00	
Do. 3rd " ..	Miss A. F. Marshall	50 00	
Arrowhead	Miss H. W. Brown	50 00	W. R. Reid, Sec. (1); G. Newman (2); W. B. Pitblado (3).
Ashcroft	M. Beattie	65 00	J. E. Knight, Sec. (3); H. L. Roberts (1); M. Bryson (2).
Atchelitz	G. C. Davidson; Miss G. D. Davidson	50 00	J. C. Robertson, Sec. (2); A. Evans (1); T. Ford (3).
Athalmer	Miss Annie Booth	50 00	R. S. Gallop, Sec. (1); C. Cartwright (2); W. A. Carlton (3).
Atlin	M. R. J. Reid	95 00	E. D. Dorke, Sec. (2); F. W. Dowling (1); Jas. Stables (3).
Barnet	Miss L. E. Hughes	50 00	H. J. Whittaker, Sec. (2); A. E. Burnett (1); R. Hay (3).
Barnston Island ..	Miss J. E. Skaling	40 00	R. Charnley, Sec. (2); E. A. Hodder (1); E. J. Thomson (3).
Beaton	J. W. Thomson; Wm. E. Devereux	50 00	Mrs. Emma Croft, Sec. (3); M. Beaton (1); G. Goldsmith (2).
Beaver	A. E. Eckardt	50 00	John McDonald, Sec. (1); A. T. Steele (2); J. Duff (3).
Beaver Creek	Alex. Shaw	50 00	Robt. Orr, Sec. (3); K. McKenzie (1); W. Thompson (2).
Beaver Mouth.	Miss Bessie Rowan	50 00	R. H. Whale, Sec. (2); N. McCallum (1); M. Cornish (3).
Beaver Point	Miss B. Trage	50 00	A. Trage, Sec. (1); J. Pappenberger (2); E. Johnson (3).
Bella Coola	J. N. Muir, B. A.	60 00	A. Christensen, Sec. (2); Mrs. M. Sangstad (1); A. Svisdahl (3).
Bella Coola, Lower ..	B. A. McBeth	50 00	P. Lauritsen, Sec. (3); O. Falsbak (1); T. Draney (2).
Belmont	Thos. Miller	50 00	John W. Berry, Sec. (2); T. H. Simonds (1); Geo. Trigg (3).
Berlin	N. A. Cheney; Miss L. Kline	50 00	G. Reiswig, Sec. (3); D. Reiswig (1); J. Rottacker (2).
Black Mountain	Miss A. M. Howell	50 00	S. Sproul, Sec. (2); W. H. Rice (1); G. Munford (3).
Blue Springs	Miss H. B. Smith	50 00	W. J. Brett, Sec. (3); J. Le Blanc (1); C. Quesnel (2).
Boundary Bay	Miss May Best	50 00	W. J. Brandrith, Sec. (2); J. Perram (1); E. Cammidge (3).
Boundary Falls	Miss M. A. Clement; R. W. Taylor; S. D. H. Pope	50 00	E. O. Lewis, Sec. (2); M. Christensen (1); T. Williamson (3).
Bowen Island	Miss L. T. Smith	50 00	W. J. Davies, Sec. (1); W. A. Grafton (2); H. Smith (3).
Brownsville	S. B. Peele; Miss L. Leamy	50 00	Geo. Troughton, Sec. (2); J. E. Murphy (1); P. Henderson (3).
Burgoyne Bay	Miss M. Offerhaus	50 00	E. Lee, Sec. (2); G. E. Akerman (1); T. H. Lee (3).
Burnaby	Miss H. Draper	50 00	J. Love, Sec. (2); Wm. McDermott (1); G. F. Clayton (3).
Burnaby, West, 1st Divis'n.	S. Shepherd; W. J. Cunningham ..	60 00	} T. W. Mayne, Sec. (1); E. B. Parkinson (2); P. Gray (3).
Do. 2nd " ..	Miss L. J. U. Laursen	50 00	
Burton	Miss M. M. Watson; Miss H. T. Archibald	50 00	E. Davies, Sec. (2); H. J. Hyde (1); A. W. Haines (3).

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Cache Creek.....	G. H. Deane; H. H. Narraway, B. A.	\$80 00	P. Parke, Sec. (2); C. A. Semlin (1); Henry Parke (3).
Cadboro Bay	Miss E. A. Clark.....	50 00	F. W. Blankenbach, Sec. (3); E. Hobbs (1); H. H. Evans (2).
Camborne	Miss M. G. Duncan.....	50 00	Mrs. S. Doherty, Sec. (1); G. A. Street (2); J. A. Lade (3).
Campbell Creek.....	Miss C. Beattie; Miss J. K. Anstie.	50 00	V. D. Curry, Sec. (2); J. E. Bird (1); H. Pratt (3).
Campbell Creek, South	Miss M. A. Stephens.....	50 00	J. McLeod, Sec. (1); Wm. Jackson (2); Wm. McLeod (3).
Camp Slough.....	Hugh A. Laughlin.....	55 00	S. A. Harding, Sec. (3); W. Parry (1); A. Peet (2).
Canoe Creek.....	Miss M. A. Currie.....	50 00	J. Johnson, Sec. (3); J. Lund (1); J. Gillard (2).
Cape Scott	C. B. Christensen.....	50 00	S. Simonsen, Sec. (2); M. Jensen (1); J. C. Holm (3).
Cascade.....	N. C. Stewart.....	55 00	J. A. Bertois, Sec. (2); W. M. Wolverton (1); Wm. Anderson (3).
Cedar Hill, 1st Division ...	Mrs. M. A. Offerhaus....	60 00	} J. M. Miller, Sec. (2); J. J. Russell (1); C. E. King (3).
Do. 2nd " ..	Miss M. M. Miller.....	50 00	
Cedar, East	Mrs. J. K. Ramsey.....	50 00	Mrs. E. Crane, Sec. (3); J. Juriet (1); Geo. Graham (2).
Cedar, North	Miss B. K. Loat.	50 00	G. H. Cavin, Sec. (3); D. W. Cochrane (1); J. Marwick (2).
Cedar, South	D. J. Thomas.....	50 00	John Thomas, Sec. (2); M. Moser (1); G. Thomson (3).
Chase River	Miss G. E. Gibson; Miss F. B. Morrison; Miss Grace Atkinson; Miss G. Thomas.....	55 00	J. Stewart, Sec. (2); A. Blunt (1); W. J. Keaist (3).
Cheam	Miss E. Loat; Miss E. M. Reed...	50 00	S. R. Gibson, Sec. (3); J. McConnell (1); M. F. Gillanders (2).
Chemainus	Miss I. E. Ure; Miss L. A. Cummins	50 00	D. W. Mainguy, Sec. (1); G. Kersley (2); H. Bonsall (3).
Chemainus Landing... ..	Miss M. L. McNutt.....	60 00	J. F. Marshall, Sec. (1); J. P. Robinson (2); T. H. Porter (3).
Chilliwack, High School...	D. C. Little, B.A.....	100 00	} S. Mellard, Sec. (3); H. C. Kickbush (1); H. Kipp (2).
Do. Centr'l, 1st Div.	E. N. Brown; B. S. Smith.....	75 00	
Do. " 2nd "	Mrs. A. E. Dixon.....	60 00	
Do. " 3rd "	Miss E. Bradley	50 00	
Chilliwack, East	Jos. T. Crowder	60 00	J. Parker, Sec. (2); J. Gibson (1); R. Brett (3).
Chilliwack, South, 1st Div.	Arthur Mennell.	60 00	} Jos. Watson, Sec. (2); C. S. Pearson (1); J. Arnold (3).
Do. " 2nd "	Miss S. Marsden	50 00	
Clayton	Miss M. E. Nicol; Miss E. S. Hamilton.....	50 00	G. Redmond, Sec. (2); T. W. Dales (1); E. M. Wiltshire (3).
Clinton.....	Miss H. Olding	65 00	Mrs. J. Sanson, Sec. (2); Mrs. J. Soues (1); J. McGillivray (3).
Cloverdale.....	Miss Mary Shannon.....	55 00	A. Milton, Sec. (1); J. C. Cavers (2); Thos. Shannon (3).
Coldwater	Miss P. C. Musgrove	55 00	M. Olson, Sec.; D. King; W. H. Hormon.
Colwood	Miss F. U. Nicholles.....	50 00	G. Heatherbell, Sec. (2); W. Wale (1); J. Fraser (3).
Comaplix	Miss M. McDowell	50 00	G. Blainey, Sec. (2); Wm. Price (1); J. W. Fairhall (3).
Commonage	Miss L. M. McD. Muir.....	50 00	R. Macquarrie, Sec. (2); J. Macquarrie (1); J. Bailey (3).
Comox	Miss M. L. Moffatt.....	65 00	Mrs. E. Holmes, Sec. (3); T. Beckensell (1); J. Hawkins (2).
Courtenay.....	Alex. McLeod	60 00	H. P. Millard, Sec. (3); J. McPhee (1); G. H. Roe (2).
Cowichan	W. G. M. Rolston.....	55 00	A. N. Parry, Sec. (1); G. T. Corfield (2); J. McPherson (3).
Craigellachie	Miss J. K. McQuarrie; Miss L. E. Stephens.....	50 00	R. Bruhn, Sec. (1); Mrs. J. H. Wolsey (2); Mrs. P. Scott (3).
Craigflower	S. R. Roe	55 00	J. J. Wilson, Sec. (3); Geo. Osborn (1); J. Knox (2).
Cranbrook, 1st Division ...	G. A. King	90 00	} James Gill, Sec. (2); J. Greer (1); J. A. Harvey (3).
Do. 2nd " ..	Mrs. J. S. Brock, M. A.	75 00	
Do. 3rd " ..	Miss M. B. Carter; Mrs. E. J. Reid; Miss A. M. Lewis.....	60 00	
Do. 4th " ..	Miss E. M. Cartwright	50 00	
Do. 5th " ..	Miss M. M. McVicar.....	50 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Creston.....	Miss Jane Moore.....	\$80 00	James Compton, Sec. (1); J. Hobden (2); J. F. Rose (3).
Crofton	Miss W. Gabriel; R. Offerhaus	50 00	H. S. Law, Sec. (3); W. L. Pollard (1); J. T. Pearce (2).
<i>Cultus Lake</i>	Miss A. Robertson; Miss E. Spencer	45 00	C. Svanborg, Sec. (2); M. Erko (1); A. F. Lindell (3).
Cumberland, High School.	B. R. Simpson, B.A.	120 00	Thomas H. Carey, Sec. (1); A. H. Peacey (1); W. H. Campbell (2).
Do. 1st Division..	J. B. Bennett.....	90 00	
Do. 2nd " ..	J. A. Bates.....	70 00	
Do. 3rd " ..	Miss B. Cameron	45 00	
Do. 4th " ..	Miss N. Hill.....	45 00	
Do. 5th " ..	Miss E. B. Bate.....	50 00	
Deadwood.....	Miss O. A. Barber; Miss I. E. Donnan	55 00	Jas. Henderson, Sec. (2); T. Beaulieu (1); C. McRae (3).
Deep Creek	Miss E. McNaughton.....	50 00	Geo. Parkinson, Sec. (3); J. S. Pringle (1); G. Lynn (2).
Delta	Miss A. T. Forrest; John McIntyre.....	55 00	John Oliver, M.P.P., Sec. (3); J. Weaver (1); L. W. Embree (2).
Denman Island	Miss L. J. Carter	50 00	W. Baikie, Sec. (3); J. Chalmers (1); R. Swan (2).
Departure Bay	Miss M. E. Akenhead.....	50 00	John Robson, Sec. (1); W. Taylor (2); Jas. Robinson (3).
<i>Discovery</i>	Miss Mary Smith.....	90 00	H. E. Brown, Sec. (1); D. G. Stewart (2); P. L. Eggert (3).
<i>Dolan's Corners</i>	Miss M. L. Palmer; Miss C. M. Crankshaw	50 00	John Dolan, Sec. (2); F. McGregor (1); James Raby (3).
<i>Douglas</i>	Miss C. N. Walls.....	45 00	A. F. Goldsmith, Sec. (3); A. F. Carmichael (1); J. Shirlock (2).
Ducks.....	M. McKinnon, M. A.	50 00	Mrs. L. J. Bostock, Sec. (2); M. Plum (1); A. W. Duck (3).
<i>Duhamel</i>	Miss B. Moore; Miss M. Brady	50 00	A. B. Shannon, Sec. (2); W. Maguire (1); G. W. Taylor (3).
<i>Dunach</i>	Miss L. Leighton; Miss L. Cairns..	50 00	E. White, Sec. (2); R. Coghlan (1); P. Conroy (3).
<i>Dunach, South</i>	Miss A. E. Vannetta	45 00	M. Melander, Sec. (2); S. Campbell (1); J. S. Hicks (3).
Duncan, 1st Division....	Miss Colina Black; Alex. Smith	60 00	R. S. Henderson, Sec. (2); W. C. Duncan (1); J. Lamont (3).
Do. 2nd " ..	Miss M. C. Frank; Miss C. Black ..	50 00	
Eburne	Miss B. M. Snider.....	55 00	S. Churchill, Sec. (3); W. Anderson (1); Jas. McDonald (2).
Eholt	Miss E. C. Donnan	50 00	C. M. Rendell, Sec. (2); T. Denton (1); A. Kennard (3).
Elk Lake.....	Fred Wood; Miss G. Atkinson	50 00	Wm. Campbell, Sec. (3); J. R. Carmichael (1); H. E. Tanner, M.P.P., (2).
<i>Elko</i>	Miss J. M. Richards; Miss H. M. Hartie; W. C. McClelland	50 00	A. Sheridan, Sec. (3); J. Mott (1); Mrs. E. B. Holbrook (2).
Enderby, 1st Division....	A. B. Wallace; Mrs. K. E. Sharpe..	65 00	F. H. Barnes, Sec. (1); Dr. R. I. Bentley (2); S. Teece (3).
Do. 2nd " ..	Miss M. V. Beattie	50 00	
English	A. P. Woollacott.....	60 00	Thos. Kidd, Sec. (1); J. McMyn (2); Wm. Baxter (3).
Esquimalt, 1st Division ..	R. G. Gordon.....	75 00	P. R. Brown, Sec. (2); S. N. Blanchard (1); J. Saunders (3).
Do. 2nd " ..	Miss M. C. Campbell.....	60 00	
Do. 3rd " ..	Miss C. Hardie.....	50 00	
Essington	T. A. Wilson, M.D.; M. B. Saunders	60 00	H. E. Kirby, Sec. (1); Geo. J. Frizzell (2); J. C. Cunningham (3).
Extension, 1st Division ..	Thos. A. McMartin, B.A.	60 00	A. Michie, Sec. (1); J. Brambley (2); G. Pickard (3).
Do. 2nd " ..	Miss J. V. Ramsay.....	50 00	
Fairfield.....	Miss A. E. Elliott.....	50 00	G. E. F. Webb, Sec. (2); N. Richardson (1); J. M. McSween (3).
Fairview	Miss E. S. Fernie	55 00	J. R. Brown, Sec. (2); D. A. Carmichael (1); G. H. Sproule (3).
<i>Ferguson</i>	Miss I. Henderson	50 00	A. C. Cummins, Sec. (2); J. C. Kirkpatrick (1); J. Q. McKinnon (3).
Ferndale	Miss E. Spencer; Miss C. L. Bowman	50 00	Andrew Barr, Sec. (2); F. Verchere (1); J. O'Neil (3).
Fernie, 1st Division.....	G. L. Pedlar.....	90 00	
Do. 2nd " ..	Miss M. H. Moody, B.A.; Miss J. P. Johnstone	75 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Fernie, 3rd Division.	Miss L. E. Marshall	\$60 00	J. C. Hutcheson (2); T. H. White (1); George Cuddy (3); J. A. Rennie, Sec.
Do. 4th "	Miss C. Hall	50 00	
Do. 5th "	Miss M. G. Ramsay	50 00	
Do. Coal Ck., 1st Div.	Miss M. D. Lamont	60 00	James Lightley, Sec.; Jas. Dick; Thomas Waklem.
Do. " 2nd "	Miss L. T. Keith	50 00	
Field	Miss E. M. N. Lettice	50 00	Charles Wyckoff, Sec. (1); James Patrick (2); J. L. Burnham (3).
Fort Steele	Alwin Holland	60 00	R. L. T. Galbraith, Sec. (2); R. D. Mather (1); Joseph Walsh (3).
<i>Foster's Bar</i>	M. W. Mitchell	50 00	C. McGillivray, Sec.; Wm. Kane; Fred. Watkinson.
Gabriola, South	Miss E. Murray	50 00	James Gray, Sec. (3); James Lewis (1); D. McConvey (2).
<i>Galena</i>	Miss S. M. Harris	50 00	James Montgomery, Sec. (2); D. McIntosh (1); R. H. Milligan (3).
Galiano	Jas. W. Sinclair	50 00	F. Murchison, Sec. (1); Joseph Page (2); Alex. Craig (3).
<i>Gatiano, South</i>	Miss G. A. Thomas	40 00	F. Sturdy, Sec. (2); R. Grubbe (1); C. D. Worge (3).
<i>Ganges</i>	A. W. Cooke	50 00	A. R. Bittancourt, Sec. (2); E. Waklin (1); E. Conery (3).
Gill	Miss J. Mebius; H. E. Mayer	55 00	E. L. Gill, Sec. (1); Thos. Kirkpatrick (2); P. Nicholas (3).
<i>Glenemma</i>	E. Y. Gillis	50 00	W. Bell, Sec. (2); J. C. McKenzie (1); Thomas Smith (3).
<i>Glenora</i>	Miss W. L. Harris	40 00	Mrs. W. H. Vaux, Sec. (2); Mrs. M. T. Waters (1); D. Marchbank (3).
Glenvalley	Miss E. J. Carson	50 00	J. Cornock, Sec. (2); H. Leat (1); R. McDonald (3).
<i>Glenwood</i>	Miss M. Anderson	40 00	A. J. Annand, Sec. (2); G. Gorrum (1); W. Langs (3).
Golden, 1st Division	R. Landells, B.A.	75 00	G. E. Sanborn, Sec. (2); W. Rutherford (1); S. E. Hamby (3).
Do. 2nd "	Miss C. B. Montgomery	60 00	
Do. 3rd "	Miss M. T. Durham	50 00	
Goldstream	W. B. Wellwood	50 00	T. Browne, Sec. (1); William Payne (2); J. Phair (3).
Gordon Head	Miss F. M. Strachan	50 00	W. C. Grant, Sec. (1); W. J. Williamson (2); J. Taylor (3).
Grand Forks, High School	G. W. Clarke, M. A.	110 00	H. C. Hannington, Sec. (1); I. A. Dinsmore (1); Wm. Spier (2).
Do. 1st Division.	W. H. M. May	125 00	
Do. 2nd "	W. E. Hoadley	75 00	
Do. 3rd "	Miss M. P. Sinclair	70 00	
Do. 4th "	Miss M. W. Van Kleek	65 00	
Do. 5th "	Miss S. Hewton	70 00	
Do. 6th "	Mrs. A. M. Henniger	65 00	
Grand Prairie	Miss M. Chapman	50 00	Mrs. W. Homfray, Sec. (1); Mrs. A. Kirkpatrick (2); Mrs. L. Willards (3).
Grantham	Miss K. B. McArdle	50 00	C. H. Williams, Sec. (1); Thomas Hardie (2); M. Piercy (3).
Greenwood, 1st Division.	J. L. Watson, B. A.	100 00	S. M. Johnson (1); C. J. McArthur (1); H. L. Johnston (2); G. B. Taylor, Secretary of Board.
Do. 2nd "	Miss C. M. Martin	60 00	
Gulfside	J. A. Cairnes	50 00	Miss A. H. M. Mason, Sec. (3); P. Gibbie (1); A. Read (2).
Hall's Prairie	J. K. Mackenzie; Miss A. M. Philip	55 00	E. C. Johnson, Sec. (3); J. Pengelly (1); N. Kitsie (2).
Hammond	Miss W. Murgatroyd	55 00	J. J. Wilson, Sec. (2); J. Callighan (1); R. L. Codd (3).
Haney	Miss C. G. George	50 00	A. Baillie, Sec. (1); H. Ferguson (2); W. T. Walling (3).
Haney, East	Miss I. Reith	50 00	John Ritchie, Sec. (3); G. T. Zeron (1); Jas. Robertson (2).
Harewood, 1st Division ...	G. M. Bovyer	60 00	A. E. H. Spencer, Sec. (1); J. Whitta (2); Jas. Leask (3).
Do. 2nd "	Miss R. Hilbert	50 00	
Harrison Hot Springs	Miss H. L. Armstrong	50 00	J. McPherson, Sec. (1); P. Wilson (2); R. Boynton (3).
Harrison River	F. G. Calvert	55 00	J. F. Boyd, Sec. (1); L. Cartier (2); R. A. Trethewey (3).
Hatzic	Miss M. J. Murray	50 00	J. A. Catherwood, Sec. (1); A. S. Henry (2); J. H. Lawrence (3).

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Hatzic Prairie	Miss A. B. Haney	\$50 00	N. Sylvester, Sec. (2); R. Hudon (1); F. Cyr (3).
Hedley	Mrs. A. J. Colbeck	55 00	S. L. Smith, Sec. (3); J. A. Schubert (1); W. H. McLean (2).
<i>Hope</i>	Miss G. Robinson; Miss C. Harrington	50 00	Mrs. J. H. Bears, Sec. (3); S. Ryder (2); A. E. Raab (1).
<i>Hope Station</i>	Miss J. M. McRae	40 00	J. T. Lapworth, Sec. (3); W. H. Davenport (1); P. Johnson (2).
Hornby Island.	Miss C. E. Stuart	50 00	W. B. T. Grant, Sec. (1); William Smith (2); John Ford (3).
<i>Horse Creek</i>	Miss W. R. Colbeck	50 00	G. B. McDermot, Sec. (1); C. Nicholson (2); A. J. Wright (3).
Howe Sound	Miss E. Harrington	50 00	Mrs. A. S. McCall, Sec. (1); D. Steinbrunner (2); A. Winegarden (3).
Hume	Joseph Irwin	65 00	G. H. Playle, Sec. (3); G. N. Gilchrist (1); E. A. Crease (2).
Huntingdon	Miss M. Sullivan	50 00	F. Munroe, Sec. (3); D. D. McGillivray (1); Thos. Harris (2).
<i>Illecillewaet</i>	Miss A. W. Griffiths	50 00	P. W. Mooney, Sec. (1); J. P. Kennedy (2); P. H. Peterson (3).
<i>Isabella Point</i>	Miss A. S. Bailey	40 00	W. J. L. Hamilton, Sec.; William Lumley; John Pallow.
<i>Jaffray</i>	Miss H. M. Hartie	50 00	J. A. Anderson, Sec. (2); F. Derosier (1); H. Pearson (3).
<i>Jubilee</i>	Miss C. E. Lindseth	45 00	W. P. McCormick, Sec. (3); J. Paterson (1); G. A. Boyle (2).
Junction, 1st Division	D. M. Moore	60 00	} M. Simpson, Sec. (2); J. Smith (1); A. P. Millard (3).
Do. 2nd "	Miss A. E. Irvine	50 00	
Kamloops, High School	A. Perry, M.A.	105 00	} W. H. Edmonds, Sec., (1); Dr. A. P. Proctor (1); John Hopgood (2).
Do. Central 1st Div.	E. S. Wood	100 00	
Do. 2nd "	Allan Bennett	80 00	
Do. 3rd "	Miss Kate Furness	60 00	
Do. 4th "	Miss S. E. Walker	60 00	
Do. 5th "	Miss M. McKinnon	60 00	} D. P. Kane (2); H. Douglas (1); H. A. Blackburn (1); C. R. Garland, Secretary of Board.
Kaslo, 1st Division	D. M. Hunter	100 00	
Do. 2nd "	Miss M. N. McKenzie; Miss A. G. Donovan, B.A.	65 00	
Do. 3rd "	Miss M. English	65 00	Jas. Hannah, Sec. (2); A. Ades (1); J. T. Firkins (3).
<i>Keefers</i>	Miss L. E. Frith	50 00	} E. Weddell, Sec. (3); M. J. Curts (1); N. E. Wallis (2).
Kelowna, 1st Division	Thos. Henderson, M.A.	65 00	
Do. 2nd "	Mrs. H. P. Fraser; Miss E. Black ..	50 00	C. B. Mackenzie, Sec. (3); S. Keery (1); B. A. Fallowfield (2).
Kensington	H. P. McEwen	50 00	S. Walker, Sec. (2); F. McInnes (1); C. D. Nelson (3).
<i>Kensington, East</i>	F. N. McCrimmon	40 00	G. Kirby, Sec. (3); P. Bromley (1); J. O. Coulthard (2).
Keremeos	Miss S. F. Hiscocks; Miss A. E. McEwen	55 00	R. Hill, Sec. (2); D. Evans (1); R. Clark (3).
<i>Kettle River, North</i>	Miss Florence Miller	50 00	J. H. Doyle, Sec. (1); W. Anderson (); W. Whitmore (2).
Kimberley	W. Clayton	55 00	O. A. McKinlay, Sec. (1); A. J. McKinlay (2); J. Ogden (3).
Lac la Hache	Miss Rhoda Sharpe	55 00	Geo. Forbes, Sec. (3); J. Wright (1); T. R. Mortimer (2).
<i>Lac la Hache, North</i>	Miss F. G. Walton	55 00	} F. J. McKenzie, Sec. (3); D. A. McKee (1); W. Livingstone (2).
Ladner, 1st Division	John T. Pollock; F. B. Dixon	80 00	
Do. 2nd "	B. S. Smith; J. F. Harrison	65 00	
Do. 3rd "	Miss B. M. Carss	50 00	
Do. 4th "	Miss D. L. M. Davis	50 00	} C. H. Rumming, <i>Chairman</i> . Henry Hughes, Andrew Robertson, } Two years.
Ladysmith, 1st Division	E. A. Huggard	100 00	
Do. 2nd "	B. S. McDonald	80 00	
Do. 3rd "	Miss L. Coburn	70 00	
Do. 4th "	Miss J. H. Frame	60 00	
Do. 5th "	Miss M. A. Ramsay	55 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Ladysmith, 6th Division...	Miss M. Milligan	\$ 50 00	<div>Henry Carroll,</div> <div>F. W. Greaves,</div> <div>J. Stewart, Secretary of Board.</div> <div>} One year.</div>
Do. 7th "	Miss K. S. Michael	50 00	
Do. 8th "	Miss R. Wall	50 00	
Do. 9th "	Miss J. A. Teague	50 00	
Do. 10th "	Miss M. L. Abercrombie	60 00	
Lake	Miss I. Cathcart	60 00	W. E. Heal, Sec. (2); P. Walsh (1); J. Pim (3).
Langley	Miss K. M. McKinnon	55 00	G. Simpson, Sec. (2); D. M. Coulter (1); W. R. Rawlinson (3).
Langley, East	Miss G. Robinson	50 00	P. Spence, Sec. (1); W. Knox (2); H. Harris (3).
Langley Prairie	Miss E. M. Crake	50 00	John Logan, Sec. (2); E. Anderson (1); A. Duffey (3).
Lansdowne	Miss S. J. Killins	50 00	Dr. E. J. Offerhaus, Sec. (2); L. Maine (1); A. McQuarrie (3).
Luzo	A. F. B. Church, B.A.	40 00	C. H. Pigott, Sec. (3); J. E. Higgins (1); W. Gage (2.)
Lillooet	Thos. B. Brandon	65 00	S. Gibbs, Sec. (3) W. Durban (1); J. B. Uren (2).
Lillooet, South	Miss H. McIvor	55 00	R. Blake, Sec. (2); S. Edge (1); J. Blaney (3).
Lochiel	Miss C. E. Lord	50 00	R. Cummings, Sec. (3); I. Forsland (1); Mrs. K. McLeod (2).
Lotbiniere	Miss B. J. Bowell	50 00	W. Newby, Sec. (1); A. E. Wills (2); J. Bellamy (3).
Lulu Island	W. Tomlinson; Miss M. Elliott	50 00	R. Gordon, Sec. (3); J. H. Bath (1); D. E. McKay (2).
Lumby	Mrs. A. J. McLennan	55 00	C. Christian, Sec. (2); G. Leger (1); F. N. Morand (3).
Lund	Miss M. Elliott; Miss L. B. Copeland	45 00	F. Thulin, Sec. (2); J. Carlson (1); E. Johnson (3).
Lynn Valley	Miss M. Whitely	45 00	J. H. Spurr, Sec. (3); J. M. Fromme (1); J. Hoskins (2).
Lytton	Miss C. J. McDonald	55 00	Thomas Clark, Sec. (3); Thomas McKibbin (1); B. Rebagliati (2).
Lytton, North	Miss M. A. Bowman	50 00	T. D. Loring, Sec. (1); T. D. Loring, Jr. (2); J. McKay (3).
Mabel Lake	Miss C. Harrington; S. Moore	50 00	W. G. Proctor, Sec. (1); C. A. Sigalit (2); A. A. Sigalit (3).
Majuba Hill	Miss M. Archibald; Miss A. M. Philip; F. J. McCutcheon	50 00	G. Bellrose, Sec. (1); R. Partlow (2); L. Town (3).
Malahat	Miss K. M. Lettice	50 00	G. A. Cheeke, Sec. (1); J. McClurg (2); F. Elford (3).
Malcolm Island	Miss J. M. Cleveland	60 00	A. Jarvinen, Sec. (1); Austin McKela (3); M. Halminen (2).
Maple Bay	Miss E. M. Johnston	50 00	Mrs. J. S. Wellburn, Sec. (1); J. B. Anderson (2); Wm. Bazett (3).
Maple Ridge, 1st Division	Paul Murray	60 00	<div>} John Laity, Sec. (1); E. W. Beckett (2); A. Irving (3).</div>
Do. 2nd "	Miss A. L. Murgatroyd	50 00	
Mara	Miss H. A. Northen	50 00	H. J. Johnson, Sec. (1); Thos. Gray (2); E. Bennett (3).
Marysville	Miss O. P. Van Allen	50 00	M. H. McMahon, Sec. (2); George Tibbits (3); F. A. Jones (1).
Matsqui	L. Broe; Miss J. A. Robertson	55 00	H. F. Page, Sec. (1); A. A. Cruickshank (2); J. L. Broe (3).
Mayne Island	Miss M. M. Brethour	50 00	J. W. Bennett, Sec. (1); F. Robson (2); P. Garrick (3).
Metchosin	Miss M. Godson	50 00	J. H. Smart, Sec. (1); W. Fisher (2); W. Witty (3).
Mettakatta	Miss A. D. Crawford	60 00	J. R. Scott, Sec. (1); Miss R. M. Davies (2); Mrs. J. H. Keen (3).
Michel, 1st Division	P. Terrion	65 00	<div>} E. P. Miller, Sec.; C. A. Dee; F. W. Swain.</div>
Do. 2nd "	Miss A. M. Nicholson	50 00	
Midway	R. V. Clement, B. A.	60 00	Jas. McNicol, Sec. (1); A. F. Thomas (2); J. H. McNames (3).
Minto	Miss A. Hunden	50 00	N. Harvey, Sec. (2); W. C. White (1); J. E. Calnan (3).
Mission, 1st Division	J. E. Jay, B.A.; B. R. Allen	60 00	<div>} D. Clifton, Sec. (1); Thos. J. Cox (2); Jos. Keeves (3).</div>
Do. 2nd "	Miss C. E. Murray	50 00	
Monte Creek	E. F. A. Cooper	50 00	Wm. Harrison, Sec.; Thos. Hill; Alexander Allen.
Moodyville	Miss A. C. Carss	50 00	S. A. McDowell, Sec. (3); L. Nahu (1); S. Hamilton (2).
Morrissey	Miss Susan Gibson	65 00	R. W. Rogers, Sec. (2); A. Birnie (3); Mrs. Gorman (1).

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Morris Valley	Miss M. E. Rear	\$50 00	P. D. Dixon, Sec. (1); T. Weaver (2); Mrs. S. D. Bales (3).
Mountain	Miss I. K. Haarer	55 00	W. Kidd, Sec. (1); R. Kelly (2); W. B. Wellwood (3).
Mount Lehman	Miss A. E. Irvine; Miss E. M. Ray; W. A. Howell; Miss M. Findlay	50 00	C. A. Lindsay, Sec. (2); J. Israel (1); T. H. Lehman (3).
Mount Sicker	J. G. Hands; E. L. Tait	60 00	J. H. Hemsworth, Sec. (3); P. Calvert (1); A. Ridsdale (2).
Moyie, 1st Division	A. W. Sutherland, B. A.; M. Phalen, B. A.	65 00	J. H. Hawke, Sec. (3); T. J. Smythe (1); R. A. Smith (2).
Do. 2nd "	Miss L. J. Brunton	50 00	
Mud Bay	E. W. Ogilvie	55 00	A. Dinsmore, Sec. (1); J. Woodward (2); D. Johnson (3).
Nakusp	Miss M. E. Grenfell, B. A.	60 00	F. W. Jordon, Sec. (2); W. Sutherland (1); Thos. Abriel (3).
NANAIMO:—			
High School, 1st Div..	Walter Hunter, B. A.	115 00	Edward Quennell, Chairman. } A. E. Planta, } Two years. E. C. Barnes, } William Manson, } N. McCuish. } One year. S. Gough, Secretary of Board.
" 2nd " ..	G. H. Knowlton, B. A.	100 00	
" 3rd " ..	Miss G. D. Burris, M.A.	85 00	
Central, 1st Division ..	John Shaw	100 00	
" 2nd " ..	James Galloway; Ellsworth Foy...	80 00	
" 3rd " ..	Miss L. A. Mebius	70 00	
" 4th " ..	Miss M. P. Haarer	65 00	
" 5th " ..	Miss S. Marshall	60 00	
" 6th " ..	Miss M. Woodman	55 00	
" 7th " ..	Miss A. M. Woodman	50 00	
" 8th " ..	Miss M. M. Frame; Miss M. B. Grant	45 00	
" 9th " ..	Miss M. B. Grant; Miss E. Brown..	40 00	
" 10th " ..	Miss R. George	55 00	
Middle Ward, 1st Div..	Miss G. McKinnon; Miss M. O. Dingwall	55 00	
" 2nd " ..	Miss N. T. Donaldson; Miss M. M. Frame	50 00	
" 3rd " ..	Miss Fanny T. Dick	45 00	
" 4th " ..	Miss E. Brown; Miss F. C. Laurence	40 00	
South Ward, 1st " ..	Miss R. Duncan	55 00	
" 2nd " ..	Miss Isabel M. Leask	40 00	
Nanaimo Bay	Miss M. Cairns	55 00	R. Rivers, Sec. (1); P. Gordon (2); William Vater (3).
Nanaimo, North	Miss F. M. Morrison	55 00	R. Gibson, Sec. (2); J. Pargeter (1); G. Goodman (3).
Nanaimo, South	Miss Kate Cairns	55 00	Thos. Booker, Sec. (1); S. Milzer (2); Thos. Robertson (3).
NELSON:—			
High School, 1st Div..	C. McL. Fraser, M.A.	115 00	George Ritchie, Chairman. } G. A. B. Hall, M.D., } Two years. R. J. Steel, } F. W. Swannell, } E. C. Arthur, M.D. } One year. R. J. Steel, Secretary of Board.
" 2nd " ..	W. J. Baird, M. A.	100 00	
Central, 1st Division ..	Albert Sullivan	110 00	
" 2nd " ..	Miss K. Scanlan	75 00	
" 3rd " ..	J. L. Watson, B. A.; Miss M. H. Moody, B.A.	70 00	
" 4th " ..	Miss A. MacLeod	60 00	
" 5th " ..	Miss E. S. Shrapnel	60 00	
" 6th " ..	Miss E. S. DeBou	60 00	
" 7th " ..	Miss A. Rath; Miss A. O. Barber..	60 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
<i>NELSON.—Concluded.</i>			
Central, 8th Division..	Miss E. Thom	875 00	} W. D. Mitchell, Sec. (3); J. B. Smith (1); W. L. Drewry (2).
" 9th "	Miss E. M. Blakemore; Mrs. W. Percy, M.A.	60 00	
New Denver, 1st Division..	N. Morrison; John Stephen, M.A..	65 00	
Do. 2nd "	Miss B. G. Eastman	50 00	
<i>NEW WESTMINSTER:—</i>			
High School, 1st Div..	H. M. Stramberg, B.A.	110 00	} James Cunningham, Chairman. } J. W. Creighton, } Two years. John Peck, } T. J. Trapp, } Peter Peebles, } One year. Rev. Robt. Lennie, Secretary of the Board.
" 2nd "	D. Anderson, M. A.	85 00	
" 3rd "	Miss H. B. Gass, B.A.	70 00	
Boys' School, 1st "	W. C. Coatham	95 00	
" 2nd "	N. Strople.	70 00	
" 3rd "	F. O. Canfield.	70 00	
" 4th "	S. C. McEwen	57 50	
" 5th "	J. F. Harrison; S. B. Peele	57 50	
" 6th "	Miss Jessie F. Rowan	55 00	
" 7th "	Miss Elsa K. Burnett	50 00	
" 8th "	Miss E. K. Pringle	50 00	
Girls' School, 1st "	Miss E. Rogers	85 00	
" 2nd "	Miss J. Patterson	65 00	
" 3rd "	Miss M. W. Van Kleek; Miss E. Blair	65 00	
" 4th "	Miss E. M. Gray	55 00	
" 5th "	Miss M. S. Homer	52 50	
" 6th "	Mrs. A. C. McDonald	52 50	
" 7th "	Miss M. F. Homer	50 00	
" 8th "	Miss E. J. Blair; Miss C. M. Niven.	50 00	
" 9th "	Miss M. E. Whelen	60 00	
Sapperton, 1st Div..	J. J. Ashton, B.A.	70 00	} C. Joiner, Sec.; E. Mills; H. Jones. J. D. Gillie, Sec. (1); George Murray (2); W. Clarke (3). H. H. Woodward, Sec. (3); E. Woodward (1); A. G. Collett (2). Wm. McDonald, Sec. (1); J. Gourlay (2); Jas. Russell (3). J. F. Harris, Sec. (3); G. Yeomans (1); G. Smith (2). W. W. Bennett, Sec. (2); D. M. Webster, (1); W. Daniels (3). W. Arnott, Sec. (2); James Hallisy (1); Robt. Nelson (3). Geo. Taylor, Sec. (1); J. Anderson (2); John Peterson (3).
" 2nd "	Miss K. N. Fraser	52 50	
" 3rd "	Miss Mabel V. Wood	50 00	
Westside, 1st Division.	R. J. Hall	75 00	
" 2nd "	Miss K. Draper	52 50	
" 3rd "	Miss E. G. Wardle	50 00	
" 4th "	Miss I. M. Marshall	50 00	
<i>Nickel Plate</i>	Miss K. Johnson	55 00	
Nicola	Jos. H. Price; Miss B. Macdonald..	55 00	
Nicola, Lower	Mrs. C. P. Starret	55 00	
<i>Nicomen</i>	Miss M. S. Archibald	45 00	
<i>Nicomen, North</i>	Miss E. Tibbatts	40 00	
North Arm, 1st Division ..	R. M. Robson	60 00	
Do. 2nd "	Miss R. E. Glover	50 00	
North Bend	Miss A. M. Lewis; Miss H. T. Archibald; A. Van Alstine	55 00	
Northfield, 1st Division ..	Miss O. Randle	60 00	
" 2nd "	Miss F. Randle	50 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
North Thompson	Miss E. Beattie; Miss M. McArthur; Miss J. M. Cleveland.....	\$50 00	G. Sutherland, Sec. (1); S. Armour (2); T. Fielding (3).
North Thompson, West ..	Miss A. M. Cartwright; Miss G. Butler	50 00	W. C. Graham, Sec. (2); W. S. Wilkie (1); A. McLean (3).
Notch Hill	Miss J. A. Teague; Miss N. Sorby ..	50 00	H. F. Bischoff, Sec. (1); M. Johnson (2); J. McIntyre (3).
Oak Bay	T. J. Barron, B.A.	55 00	Mrs. K. A. Burrell, Sec. (1); H. F. Hewitt (2); A. F. Gibson (3).
Okanagan	Miss H. B. Milne.....	55 00	E. L. Conkling, Sec. (1); W. R. Barlee (2); J. Dilworth (3).
Okanagan Falls.....	T. A. McGarrigle, B.A.....	50 00	W. J. Snodgrass, Sec. (2); J. Brent (1); J. McLennan (3).
Okanagan Landing	Miss L. S. Wright.....	50 00	Mrs. S. Estabrooks, Sec. (2); W. F. Van Antwerp (1); Mrs. U. F. Finlayson (3).
Okanagan Mission	Miss D. M. Thomson; Miss L. T. Keith; Miss M. C. Frank... ..	50 00	M. Hereron, Sec. (2); J. Christian (1); A. S. Hall (3).
Okanagan, South	Jas. Sutherland.....	50 00	G. R. Thomson, Sec. (1); G. Saucier (2); J. Carsonso (3).
Otter.....	Miss E. Cowan.....	50 00	B. Norman, Sec. (1); W. Best (2); R. Beaton (3).
Otter Lake	Miss M. L. Wade.....	50 00	Thos. Mellish, Sec. (1); T. N. Hayes (2); W. J. Montgomery (3).
Oyster, North	Miss F. C. Lawrence; Miss D. A. V. Butler	50 00	D. J. Thomas, Sec. (1); W. Carmichael (2); H. Toudell (3).
Pachelqua	H. L. Phair	50 00	W. L. Dickey, Sec. (2); B. La Rochelle (3); W. C. Riley (1).
Parksville	Miss M. M. Robertson.....	50 00	R. F. Hickey, Sec. (3); H. Gaetjan (1); W. Morison (2).
Pavilion	L. C. Macken.....	55 00	Mrs. E. J. Carson, Sec. (2); J. B. Bryson (1); J. Eholt (3).
Peachland.....	C. G. Elliott, B.A.....	60 00	L. D. McColl, Sec. (1); W. A. Long (2); A. J. Clounce (3).
Pender Island	Miss M. L. Abercrombie; J. G. Anderson	50 00	A. H. Menzies, Sec. (3); L. Auchterlonie (2); J. A. Brackett (1).
Penticton	Miss E. Black; Miss E. J. Ashworth	50 00	J. A. Nisbett, Sec. (1); C. F. Randolph (2); C. R. Townley (3).
Phoenix, 1st Division	Chas. L. Thorner	90 00	) Isaac Crawford, Sec. (2); G. E. Dey (1); J. E. W. Thompson (1).
Do. 2nd "	Miss H. G. Moffatt.....	65 00	
Poplar	Miss B. M. Dickinson; W. F. Henderson; John Wright	55 00	E. Harrap, Sec.; E. L. Masterson; E. Morgan.
Port Kells	J. J. McNiven.....	50 00	G. Yeomans, Sec. (3); S. McClughan (1); Jas. McAdam (2).
Port Moody	John King	55 00	J. A. Cote, Sec. (1); R. Abernethy (2); John Ems (3).
Prairie	Miss E. D. Plaxton	50 00	W. J. Mufford, Sec. (3); F. Worrell (2); J. H. Mufford (2).
Princeton	Miss E. M. Dalby.....	55 00	W. C. Lyall, Sec.; E. A. Waterman; G. Murdock.
Prospect Lake	Miss A. Cathcart	50 00	C. Heal, Sec. (2); W. Trickey (1); F. W. Harper (3).
Quamichan.....	P. Skrimshire	50 00	James Robertson, Sec. (2); F. Leather (1); F. Haycroft (3).
Quesnel	Miss E. St. J. Robertson.....	65 00	A. Barlow, Sec. (3); A. D. Morgan, M.D. (1); W. A. Johnston (2).
Retreat Cove	Miss A. L. Fitcher.....	40 00	J. Georgeson, Sec.; J. M. Walker; H. Oubette.
REVELSTOCK:—			
High School	C. B. Sissons, B.A.	125 00	) Henry Floyd, Sec. (1); C. F. Lindmark (1); John Palmer (2).
Central, 1st Division ..	A. E. Miller	110 00	
Do. 2nd " ..	Miss A. Smith; J. T. Pollock	85 00	
Do. 3rd " ..	Miss E. Atkinson; Miss A. Smith..	70 00	
Do. 4th " ..	Miss M. Fraser; Miss E. Atkinson..	60 00	
Do. 5th " ..	Miss F. I. Dent; Miss M. Fraser...	60 00	
Do. 6th " ..	Miss E. B. Hobbs; Miss F. I. Dent..	55 00	
Do. 7th " ..	Miss H. M. Grant; Miss E. B. Hobbs	50 00	
Do. 8th " ..	Miss H. M. Grant	55 00	
Rock Creek	Alex. Stephen	50 00	H. S. Pittendrigh, Sec. (2); A. Madge (1); J. B. Christopherson (3).
Rock Mountain	Miss A. K. Cooke	50 00	R. G. Sidley, Sec. (1); J. M. Bozarth (2); C. J. Kingsley (3).

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Rosebery	Miss D. M. Webb; Miss M. A. Clement.....	\$50 00	J. T. Nault, Sec. (1); Mrs. A. Antoya (2); W. Schulzke (3).
Rosedale	Miss G. M. Patterson	60 00	J. S. Mercer, Sec. (3); B. Bartlett (1); J. Munro (2).
ROSSLAND:—			
High School	C. A. Thomson, M.A.....	120 00	<div> <div>H. P. McCraney, <i>Chairman</i>.</div> <div>Dr. D. E. Kerr,</div> <div>P. A. McDonald,</div> <div>A. C. Galt,</div> <div>W. J. Nelson,</div> <div>Wm. McQueen, Secretary of the Board.</div> </div> <div> <div>One year.</div> <div>Two years.</div> </div>
Central, 1st Division ..	L. J. Bruce.....	110 00	
" 2nd "	E. G. Conroy.....	85 00	
" 3rd "	Miss Isabel Lyons.....	67 50	
" 4th "	Miss I. M. Urquhart	62 50	
" 5th "	Miss E. S. Shrapnel.	60 00	
" 6th "	Miss F. L. McClure..	60 00	
" 7th "	Miss E. Milligan	65 00	
Cook Avenue, 1st Div.	W. Elley ..	90 00	
" 2nd "	Miss F. M. White	57 50	
" 3rd "	Miss E. B. Elder	65 00	
Round Prairie	Jas. F. Tupper; Miss J. M. Richards	50 00	W. Hallam, Sec. (2); A. Crawford (1); A. Fear (3).
Ryan	Miss J. R. Nicholson	50 00	J. T. Mangan, Sec.; R. D. Finley; Geo. McKee.
Saanich, North	J. H. Monk.....	55 00	R. P. Horth, Sec. (1); P. Imrie (2); Alex. McDonald (3).
Saanich, South	O. A. Crandell.....	60 00	E. R. John, Sec. (3); G. Harrison (1); R. B. Fowke (2).
Saanich, West	Miss M. E. Camp.....	50 00	W. A. Pitzer, Sec. (1); S. Sidwell (2); W. S. Butler (3).
Sahltam	Miss K. F. McCrimmon.....	40 00	W. Hooper, Sec. (1); C. Jordon (2); P. Auchinachie (3).
Saint Elmo	Mrs. E. M. McCallum; Miss E. M. Ray	40 00	Mrs. A. Wadsworth, Sec. (3); W. F. Laidlaw (1); Mrs. M. Bulger (2).
Salmo	Miss Marion Horton	50 00	C. F. Etter, Sec. (3); C. Willis (1); J. Bell (2).
Salmon Arm, East	Miss E. M. Carson	55 00	S. N. McGuire, Sec. (1); A. D. Currie (2); W. Monteith (3).
Do. West.....	Miss L. E. Stephens; Miss L. K. Laidley	50 00	A. J. Hedgman, Sec. (2); W. Anderson (1); J. Harbell (3).
Sandon.....	J. E. Lovering; Miss B. Moore	60 00	E. R. Atherton, Sec. (1); W. E. Gomm (1); H. F. Pound (2).
Sandwich	J. Stephen, M.A.; Miss W. Gabriel.	55 00	C. E. Lyons, Sec. of Board.
Savona	Miss N. C. Smith	50 00	I. Parkin, Sec. (3); W. Rennison (2); Mrs. M. Carwithen (1).
Scott Road	Miss R. E. Brethour.....	40 00	G. O. Robertson, Sec. (2); G. V. Ogle (1); W. Thompson (3).
Sea Island, 1st Division ..	J. J. McMartin, B.A.; J. H. Price..	60 00	J. Williams, Sec. (2); G. Monroe (1); E. Brown (3).
Do. 2nd "	Miss E. B. Park.....	50 00	J. W. Miller, Sec. (3); Alex. Duff (2); W. E. Buckingham (1).
Shawnigan Lake	Jas. A. Hoy	50 00	John Barry, Sec. (2); Thos. Chapman (1); F. W. Garnett (3).
Shuswap	Miss F. Beattie	55 00	Jas. Ross, Sec. (2); Alex. McBryan (1); J. P. Shaw, (3).
Shuswap Falls	Miss E. Harrington; Miss M. McArthur	50 00	F. Finlaison, Sec.; J. Sighlett; F. Warner.
Sidney	Miss A. Currie; Miss A. B. Cooke ..	60 00	S. Roberts, Sec. (2); A. Munroe (1); Mrs. W. Birch (3).
Silver Creek	Miss A. S. Elliott.....	50 00	J. L. Johnston, Sec. (1); A. Dalrymple (2); A. Summers (3).
Silverdale	Miss G. E. Ross.....	55 00	A. E. Skinner, Sec. (2); J. R. Uren (1); J. C. Manzer (3).
Silverton	Miss M. L. Field	55 00	F. F. Liebscher, Sec. (1); D. Brandon (2); W. Hunter (3).
Similkameen	Miss E. M. Dalby; A. E. McEwen; L. E. Mackin.....	55 00	D. McCurdy, Sec. (2); W. J. Manery (1); J. E. Coulter (3).
Simpson.....	Mrs. J. M. H. Harding.....	60 00	John Flewin, Sec. (3); J. Lockerby (1); C. M. Richards (2).
Slocan, 1st Division	G. Hindle, B.A.; N. Morrison	75 00	Thos. McNeish, Sec. (1); J. A. Anderson (1); Peter Swan (2).
Do. 2nd "	Miss L. McKinnon	55 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
Somenos	Miss L. M. Coburn ; G. H. Sluggett	\$50 00	J. N. Evans, M.P.P., Sec. (2); D. Evans, (1); James Marsh (3).
Sooke	Miss A. A. Boorman ; Miss F. V. Corder ; Miss M. Holt	50 00	W. Phillips, Sec. (3); E. Milne (1); G. Throup (2).
Sooke, East	David Hammond	50 00	T. C. Oldershaw, Sec. (2); A. Godtel (1); A. D. Donaldson (3).
Southfield	Miss C. J. Manson ; Miss E. C. Stuart	50 00	Thos. Miles, Sec. (1); Chas. Custerson (2); Geo. Coles (3).
Spallumcheen	Miss A. H. Reinhard ; Miss I. V. Hunt	50 00	C. T. Crozier, Sec. (2); Mark Hill (1); D. Graham (3).
<i>Spence's Bridge</i>	Miss L. M. Edwards	50 00	W. Maxwell, Sec. (3); John Smith (1); Thos. Curnow (2).
Spring Brook	Miss A. E. Gray	50 00	W. F. Hine, Sec. (2); Wm. Medd (1); Joseph Kidd (3).
Spuzzum	Miss E. R. Read	50 00	W. E. Potter, Sec. (2); O. N. Hamerton (1); J. Marcial (3).
Squamish	Miss M. Shaw	50 00	Henry Judd, Sec. (2); Peter Harris (1); F. C. Thorne (3).
Stave River	Miss E. J. Brown ; Miss D. M. Webb	50 00	T. H. Moore, Sec. (2); E. T. Parker (1); W. J. Eakin (3).
Steveston, 1st Division	A. Van Alstine ; W. J. Cunningham ; T. E. Beech ; Miss H. Estabrooks	60 00	} W. McColl, Sec. (1); J. E. Murchison (2); Dr. R. F. Greer (3).
Do. 2nd "	Miss P. O. Sharpe	50 00	
Strawberry Vale	H. O. Case	55 00	J. Erskine, Sec. (1); J. Jackman (2); S. Jones (3).
<i>Stuart Lake</i>	H. B. Marchant	95 00	A. C. Murray, Sec.; Joseph Prince ; James Bouchier.
Sumas	E. J. Campbell	50 00	J. Zink, Sec. (2); H. Collinson (1); S. A. Chadsey (3).
Sumas, South	J. B. Watson	50 00	J. H. Keith, Sec. (1); J. A. McLeod (2); J. Barrett (3).
Sumas, Upper	Miss M. Crawford	50 00	A. Boley, Sec. (3); Wm. Porter (1); Mrs. B. Fadden (2).
Summerland	Miss Minnie Smith, B.A.	55 00	H. Atkinson, Sec. (2); J. M. Robinson (1); J. R. Brown (3).
Sunbury	Miss S. A. Mills ; Miss L. J. Calbick	50 00	John Cain, Sec. (1); R. Quaggan (2); J. Haggman (3).
Surrey Centre	Miss E. Bradley	50 00	J. Churchilland, Sec. (1); J. Drinkwater (2); A. Richardson (3).
<i>Tappen Siding</i>	Miss S. Preston	50 00	J. Dilworth, Sec. (1); J. R. Reilly (2); Alexander Reid (3).
<i>Three Forks</i>	Miss May Few	50 00	J. T. Kelly, Sec. (2); D. McCuaig (1); John Dewar (3).
<i>Tobacco Plains</i>	Miss L. R. Renwick ; Miss S. Marsden	55 00	Fred. Roo, Sec. (3); Joseph Desrosier (1); C. F. Scherf (2).
Tolmie, 1st Division	R. R. Watson	75 00	} Alfred Leech, Sec. (1); M. Brinkman (2); J. W. Speed (3).
Do. 2nd "	Mrs. L. B. Mackenzie	60 00	
Do. 3rd "	Miss G. A. Godson	50 00	
Trail, 1st Division	James S. Brandon, B.A.	100 00	} T. W. Coleman, Sec. (1); George F. Weir, (1) James White (2).
Do. 2nd "	Miss R. E. L. Stevenson	60 00	
Do. 3rd "	Miss Kate E. McDougall	50 00	
Trenant	Miss L. Trethewey	50 00	David Price, Sec. (2); William Pybus (1); Ernest Chiddell (3).
Trout Lake	S. B. Campbell ; S. Shannon, B.A.	60 00	H. McPherson, Sec. (1); J. C. Murray (2); A. Abrahamson (3).
Tynehead	R. W. Fleming	50 00	D. M. Robertson, Sec. (3); J. D. Cameron (1); R. McCaskill (2).
Union Bay	E. F. A. Cooper ; W. Tomlinson	60 00	John Cook, Sec. (2); T. L. Gray (1); J. McLaughlan (3).
<i>Valdez Island</i>	Miss F. F. Whyte	50 00	John Hood, Sec. (3); J. Davidson (2); G. W. Joyce (1).
Van Anda	Miss E. J. Taylor	60 00	David Jones, Sec. (3); Geo. Brister (1); John Abrams (2).
VANCOUVER :—			
High School, 1st Div..	James C. Shaw, M.A.	150 00	}
" 2nd " ..	George E. Robinson, B.A.	130 00	
" 3rd " ..	J. K. Henry, B.A.	125 00	
" 4th " ..	Miss Maud Hunt, B.A.	100 00	
" 5th " ..	Lemuel Robertson, B.A.	100 00	
" 6th " ..	James Henderson, M.A.	100 00	

TABLE C.—Public School Trustees and Teachers during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
<i>VANCOUVER.—Continued.</i>			
High School, 7th Div..	Stanley W. Matthews, M.A.....	\$100 00	
" 8th " ..	D. B. Johnston, B.A.....	100 00	
" 9th " ..	R. W. Suter, B. Sc.	100 00	
" 10th " ..	Thos. Pattison, M.A.....	100 00	
" 11th " ..	Thomas Brough, B.A.....	90 00	
Central School, 1st " ..	D. M. Robinson, B.A.....	105 00	
" 2nd " ..	R. Sparling.....	90 00	
" 3rd " ..	Wm. McDonagh.....	70 00	
" 4th " ..	Miss M. C. McCain.....	45 00	
" 5th " ..	Miss Mary MacLachlan.....	45 00	
" 6th " ..	Miss A. Moore.....	50 00	
" 7th " ..	Miss Kathleen L. Bajus.....	45 00	
" 8th " ..	Miss Annie L. Buttimer.....	57 50	
" 9th " ..	Miss A. B. Elmsly.....	52 50	
" 10th " ..	Miss M. M. Watson... ..	50 00	
" 11th " ..	Miss E. Lawrence.....	45 00	
" 12th " ..	Miss R. M. Springer.....	50 00	
Dawson Sch'l, 1st " ..	F. M. Cowperthwaite, B.A.....	110 00	
" 2nd " ..	Miss Mary M. Beharrel, B.A; G. E. McKee, B.A.....	65 00	
" 3rd " ..	Miss G. M. Copeland.....	40 00	
" 4th " ..	E. Caspell.....	65 00	
" 5th " ..	Miss Margaret M. Burns.....	57 50	
" 6th " ..	W. E. Bavis.....	65 00	
" 7th " ..	Miss Eva Le Feuvre.....	50 00	
" 8th " ..	Miss M. M. Creech.....	55 00	
" 9th " ..	Miss Louise M. Maclaren.....	55 00	
" 10th " ..	Miss Margaret A. Paul.....	50 00	
" 11th " ..	Miss Winifred J. E. Creech.....	50 00	
" 12th " ..	Miss Myrtle P. Hamilton; Miss R. Tanner.....	50 00	
" 13th " ..	Miss J. Johnstone; Miss M. Hastings	40 00	W. B. McKechnie, M. D., <i>Chairman.</i> James Ramsay, William Clubb, J. J. Dougan, } One year
" 14th " ..	Miss Ethel J. Carter.....	55 00	
" 15th " ..	Miss Clara McNair.....	52 50	
" 16th " ..	Miss F. M. Currie.....	55 00	
" 17th " ..	Miss Minnie Macfarlane.....	65 00	
" 18th " ..	Miss Elizabeth Fletcher.....	65 00	Thomas Duke, R. P. McLennan, J. B. Ferguson, } Two years.
" 19th " ..	Miss E. Beattie.....	45 00	
Fairview Sch'l, 1st " ..	A. Gilchrist.....	90 00	W. P. Argue, B.A., City Superintendent of Schools.
" 2nd " ..	Angus Clark.....	70 00	C. W. Murray, Secretary of Board.
" 3rd " ..	M. McMillan.....	62 50	Miss F. Parker, Assistant Secretary.
" 4th " ..	Miss Jessie L. Campbell.....	50 00	
" 5th " ..	Miss A. J. Davidson.....	50 00	
" 6th " ..	Miss E. J. Trembath; Miss R. Munro	45 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
<i>VANCOUVER.—Continued.</i>			
Fairview Sch., 7th Div ..	Miss I. Henderson; Miss M. McNair	\$40 00	
" 8th " ..	Miss E. Olding	50 00	
" 9th " ..	Miss H. A. MacKay	40 00	
" West, 1st " ..	Miss E. Lawrence; Miss M. N. McKenzie.....	50 00	
" " 2nd " ..	Miss E. J. Trembath	55 00	
" " 3rd " ..	Miss E. J. Brown	40 00	
Model School, 1st Div..	Miss W. Mooney	55 00	
" 2nd " ..	Miss M. I. Fraser	67 50	
Mt. Pleasant, 1st " ..	George W. Jamieson	110 00	
" 2nd " ..	H. B. King.....	80 00	
" 3rd " ..	John Martin.....	65 00	
" 4th " ..	Miss D. C. Caldwell	50 00	
" 5th " ..	Miss M. M. Kyle	50 00	
" 6th " ..	Morris E. Shaver	60 00	
" 7th " ..	Miss A. G. Donovan, B. A.; Miss J. Mogee	40 00	
" 8th " ..	Miss A. Noble	52 50	
" 9th " ..	Miss L. F. McGeer	52 50	
" 10th " ..	Miss M. Sloan	55 00	
" 11th " ..	Miss E. S. Snider; Miss M. A. Lewis	45 00	
" 12th " ..	Miss A. E. McCallum	55 00	
" 13th " ..	Miss G. L. Brethour	50 00	
" 14th " ..	Miss Leonore E. Robinson.....	50 00	
" 15th " ..	Miss M. E. Holloway.....	45 00	
" 16th " ..	Miss D. Allison	45 00	
" 17th " ..	Miss J. D. Mogee; Miss E. S. Snider	45 00	
Roberts Sch'l, 1st " ..	Thomas Leith	105 00	
" 2nd " ..	R. S. Sherman.....	87 50	
" 3rd " ..	Miss A. M. Newsom	60 00	
" 4th " ..	Miss R. M. Macfarlane	60 00	
" 5th " ..	Miss W. Mooney; Miss M. L. Palmer	40 00	
" 6th " ..	Miss Helen C. Allan.....	45 00	
" 7th " ..	Miss M. B. Johnstone	55 00	
" 8th " ..	Miss I. Fraser; Miss M. H. Winter.	40 00	
" 9th " ..	Miss D. C. Eldridge	40 00	
Seymour Sch'l, 1st " ..	E. H. Murphy.....	90 00	
" 2nd " ..	Miss M. Truswell; James Morrison, M.A.; Miss E. J. Laird	40 00	
" 3rd " ..	Miss L. A. Burpee	45 00	
" 4th " ..	Miss L. Renwick; Miss S. McAlpine.	55 00	
" 5th " ..	Miss S. McAlpine; Miss C. McNiven; Miss M. Truswell.....	55 00	
" 6th " ..	Miss W. Lawson	50 00	
" 7th " ..	Miss M. Woodward	50 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
VANCOUVER.—<i>Concluded.</i>			
Seymour Sch'l, 8th Div..	Mrs. Alice G. Shine	\$ 50 00	} Jas. Nelson, Sec. (2); G. W. Stones (1); Wm. Barclay (3). C. W. Seal, Sec. (2); E. Bell (1); W. P. Peacy (3). } J. Jones, Sec. (2); Wm. Hamilton (1); Wm. McPhie (3). J. D. Bryant, Sec. (2); John Beach (1); Charles Chinnery (3).
Strathcona, 1st " ..	G. H. Tom	110 00	
" 2nd " ..	R. H. Cairns	85 00	
" 3rd " ..	Miss B. Johnston	80 00	
" 4th " ..	Miss M. G. McKay	65 00	
" 5th " ..	Miss G. A. Wilson, B. A.	50 00	
" 6th " ..	James Beath	60 00	
" 7th " ..	Miss C. A. Barnes	55 00	
" 8th " ..	Miss M. McKinnon	55 00	
" 9th " ..	Miss A. E. Fraser	55 00	
" 10th " ..	Miss L. B. Copeland; Miss J. F. Curtis	45 00	
" 11th " ..	Miss Hilda M. Carter	50 00	
" 12th " ..	Miss E. L. George	55 00	
" 13th " ..	Miss Ethel L. Burpee	50 00	
" 14th " ..	Miss D. Cattell	45 00	
" 15th " ..	Miss E. C. Parker	55 00	
" 16th " ..	Miss Edith L. Leek	45 00	
" 17th " ..	Miss L. McNair	62 50	
Manual Training School.	{ S. Northrop	100 00	
	{ W. A. McKeown	83 35	
	{ J. G. Lister	83 35	
Physical " ..	A. C. Bundy	55 00	
Music	George P. Hicks	83 35	
Vancouver, East, 1st Div..	E. F. Clark	60 00	} Jas. Nelson, Sec. (2); G. W. Stones (1); Wm. Barclay (3).
" 2nd " ..	Miss E. D. Perkins	50 00	
Vancouver, North	F. W. Templer	60 00	C. W. Seal, Sec. (2); E. Bell (1); W. P. Peacy (3).
Vancouver, South, 1st Div.	Alex. Graham	60 00	} J. Jones, Sec. (2); Wm. Hamilton (1); Wm. McPhie (3).
" 2nd " ..	Miss G. M. Glover	50 00	
Vancouver, West	Miss N. W. McGeer	55 00	J. D. Bryant, Sec. (2); John Beach (1); Charles Chinnery (3).
VERNON :—			
High School	Clarence Fulton, B.A.	100 00	} T. J. Cummiskey, Sec. (1); H. G. Muller (1); John Highman (2).
Central, 1st Division	John C. Robson	90 00	
" 2nd " ..	Miss E. Harding	60 00	
" 3rd " ..	Miss E. Lewis	50 00	
" 4th " ..	Miss E. M. Bell; Miss A. H. Reinhard	50 00	
" 5th " ..	Miss E. M. Bell	55 00	
Vesuvius	S. Moore, B.A.; A. J. W. Dodds, B.A.	55 00	T.D. Mansell, Sec. (2); J. Norton, Sr. (1); B. Lundy (3).
Vesuvius, North	Miss M. J. Mouat	50 00	E. J. Rosman, Sec. (1); W. McFadden (2); Mrs. W. Cotsford (3).
VICTORIA :—			
High School, 1st Div....	E. B. Paul, M.A.	130 00	}
" 2nd " ..	A. J. Pineo, M.A.	108 34	
" 3rd " ..	E. H. Russell, B.A.	108 34	
" 4th " ..	S. J. Willis, B. A.	105 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Continued.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
<i>VICTORIA.—Continued.</i>			
High School, 5th Div..	Miss Georgiena Potts, B. A.....	\$83 34	
" 6th "	Frank Andrews, M.A	88 34	
" 7th "	Miss Jeanette Cann, B.L	80 00	
" 8th "	Kenneth Langdon, B.A.....	75 00	
Boys' School, 1st "	J. D. Gillis	105 00	
" 2nd "	J. F. Sallaway	80 00	
" 3rd "	J. M. Campbell	75 00	
" 4th "	E. Campbell	65 00	
" 5th "	K. Langdon, B.A.; J. C. Barnacle; F. G. Wood	60 00	
" 6th "	J. C. Barnacle; H. F. Pullen	60 00	
" 7th "	H. F. Pullen; Miss E. S. Lovell....	50 00	
" 8th "	Miss I. M. F. Barron	54 17	
" 9th "	Miss L. M. Sylvester	50 00	
" 10th "	Miss Agnes Nason	52 50	
" 11th "	Miss Laura A. Blackwell	50 00	
" 12th "	Miss J. S. Johnson.....	45 00	
Girls' School, 1st Div....	Miss M. Williams	100 00	
" 2nd "	Miss L. A. F. Barron	70 84	
" 3rd "	Miss S. A. Robinson.....	69 17	
" 4th "	Miss A. Keast	69 17	
" 5th "	Miss C. R. McGregor, B.A.....	54 17	
" 6th "	Miss M. J. Blake.....	52 50	
" 7th "	Miss M. Lawson	54 17	
" 8th "	Miss W. McGill, B.A	50 00	
" 9th "	Miss F. A. Brown	50 00	Beaumont Boggs, <i>Chairman</i> , Edward A. Lewis, Robert Mowat, } One year.
" 10th "	Miss A. L. Johnston.....	50 00	
Hillside Sch'l, 1st "	Miss S. S. Blackwell	58 34	
" 2nd "	Miss A. M. Anderson; Miss C. S. Anderson	50 00	Mrs. M. Jenkins, George Jay, Alfred Huggett, } Two years. Dr. E. A. Hall,
" 3rd "	Miss M. Lucas	52 50	
Kingston St., 1st Div....	Miss E. M. Jesse	52 50	
" 2nd "	Donald A. Fraser	52 50	
" 3rd "	Miss E. G. Lawson	69 17	F. H. Eaton, M.A., City Superintendent of Schools and Secretary of the Board.
North Ward, 1st "	Leonard Tait	100 00	Miss M. A. Macdonald, Assistant Secretary.
" 2nd "	Miss C. A. Dowler	69 17	
" 3rd "	J. W. H. King	60 00	
" 4th "	James Gray, B. A.....	62 50	
" 5th "	Miss S. J. Murton.....	60 84	
" 6th "	Miss M. A. Bernice Pope.....	50 00	
" 7th "	Miss Laura Tingley	50 00	
" 8th "	Miss Catherine Chapman.....	50 00	
" 9th "	Miss Margaret F. Hart	47 50	
" 10th "	Miss Kate Redfern	45 00	

TABLE C.—Public School Teachers and Trustees during 1904-1905.—*Concluded.*

SCHOOL.	TEACHER.	Monthly Salary.	TRUSTEES.
<i>VICTORIA.—Concluded.</i>			
Rock Bay, 1st " . . .	Miss P. E. Spragge	\$47 50	A. Sheppard, Sec. (3); J. T. Martin (1); J. W. Woods (2). J. M. Webster, Sec. (1); James Trethewey (2); A. M. Webster (3). G. C. Campbell, Sec. (2); H. Glover (1); T. G. Wilson (3). E. P. DeLatour, Sec. (3); A. McLennan (2); Mrs. — Nash (1). F. Kirkland, Sec. (1); A. Albertson (2); J. Gilmore (3). George Walden, Sec. (1); Ole Lee (2); A. Coldrick (3). S. E. M. Hoops, M.D., Sec. (1); G. Ledingham (2); S. T. Hall (3). F. G. Ball, Sec. (1); W. P. Evans (2); W. L. Bennett (3). A. W. Tegart, Sec. (1); J. Stoddart (2); J. H. Taynton (3). A. N. Winlaw, Sec. (2); W. H. Courtney (3); J. Dearin (1). D. J. Creighton, Sec. (1); Martin Castle (2); J. Mac-Quarrie (3). U. S. T. Ross, Sec. (3); E. Peters (1); William Clark (2).
" 2nd " . . .	Mrs. M. Y. Wheeler	50 00	
South Park, 1st " . . .	Miss A. D. Cameron	100 00	
" 2nd " . . .	Miss E. M. Speers	69 17	
" 3rd " . . .	Miss A. E. Fraser, B. A.	58 34	
" 4th " . . .	Angus B. McNeill; Geo. H. Deane	75 00	
" 5th " . . .	Miss Laura Simpson	47 50	
" 6th " . . .	Miss G. M. Macfarlane	47 50	
" 7th " . . .	Miss Violet E. M. Sweet	45 00	
" 8th " . . .	Miss A. L. Wriglesworth	50 00	
Spring Ridge, 1st " . . .	Miss Ethel L. Browne	50 00	
" 2nd " . . .	Miss M. A. Johnson	50 00	
" 3rd " . . .	Miss C. C. Christie	54 17	
" 4th " . . .	Miss Alexa Russell	66 67	
West School, 1st " . . .	W. N. Winsby	100 00	
" 2nd " . . .	Miss A. F. Gardiner	69 17	
" 3rd " . . .	Miss M. H. Holmes	50 00	
" 4th " . . .	Miss S. C. Ruth Pope	50 00	
" 5th " . . .	Miss Josephine D. Colquhoun	47 50	
" 6th " . . .	Miss Elinor Nisbet	52 50	
Manual Training School.	{ F. Waddington	90 00	
	{ W. H. Binns	100 00	
	{ L. A. Campbell	75 00	
Physical " . . .	{ Ian St. Clair	80 00	
	{ Andrew Mulcahy	20 00	
Domestic Science	Miss W. McKeand	58 34	
Wardner	N. T. Blakeney; Miss J. Mangan	55 00	
<i>Webster's Corners</i>	Miss L. McCallum	40 00	
Wellington, 1st Div.	Thos. Nicholson	75 00	
" 2nd " . . .	Miss M. Gibson	60 00	
" 3rd " . . .	Miss L. S. Pringle	50 00	
<i>Westbank</i>	Robert Braden, Jr	50 00	
Westham Island	Miss M. Bruce	55 00	
Whonnock	Miss A. S. McRae	50 00	
Williams Lake	Mrs. A. C. Thain; Miss E. C. M. Hoops	60 00	
Wilmer	Miss M. R. Ford	55 00	
Windermere	Roderick Ross	60 00	
<i>Winlaw</i>	Miss S. J. Anderson	50 00	
Yale	A. M. Maxwell, B. A	50 00	
Ymir	Miss M. L. Whillans; Miss Isobel Henderson	60 00	

NOTE.—The figures (1), (2), (3) after a Trustee's name indicate the unexpired number of years for which he was elected.

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Abbotsford.....	\$ 656 50	\$ 40 00	\$ 696 50
<i>Aberdeen</i>	540 00	40 00	580 00
Agassiz.....	596 80	40 00	636 80
Ainsworth.....	656 10	50 00	706 10
Alberni.....	720 00	40 00	760 00
Alberni, New.....	658 05	40 00	698 05
Albert Canyon.....	50 00	.....	50 00
Aldergrove.....	599 10	40 00	639 10
Aldergrove, South.....	600 00	40 00	640 00
Alert Bay.....	600 00	28 85	628 85
Alexandria.....	710 00	40 00	750 00
Anaconda.....	720 00	50 00	770 00
Anarchist Mountain.....	548 35	40 00	588 35
Anniedale.....	600 00	40 00	640 00
Armstrong.....	2,220 00	249 50	2,469 50
Arrowhead.....	597 60	170 00	767 60
Ashcroft.....	830 00	50 00	880 00
Atchelitz.....	598 35	40 00	638 35
<i>Athalmer</i>	600 00	50 00	650 00
Atlin.....	1,045 00	125 00	1,170 00
Barkerville.....	80 00	.....	80 00
Barnet.....	600 00	40 00	640 00
<i>Barnston Island</i>	478 70	40 00	518 70
<i>Beaton</i>	423 35	50 00	473 35
Beaver.....	600 00	40 00	640 00
Beaver Creek.....	600 00	40 00	640 00
<i>Beaver Mouth</i>	450 00	50 00	500 00
Beaver Point.....	600 00	40 00	640 00
Bella Coola.....	704 50	40 00	744 50
<i>Bella Coola, Lower</i>	550 00	40 00	590 00
Belmont.....	600 00	40 00	640 00
<i>Berlin</i>	386 65	40 00	426 65
<i>Black Mountain</i>	600 00	40 00	640 00
Blue Springs.....	550 00	27 35	577 35
<i>Boundary Bay</i>	596 80	40 00	636 80
Boundary Falls.....	548 35	50 00	598 35
<i>Bowen Island</i>	596 80	40 00	636 80
Brownsville.....	600 00	40 00	640 00
Burgoyne Bay.....	600 00	40 00	640 00
Burnaby.....	598 40	40 00	638 40
Burnaby, West.....	1,294 30	100 00	1,394 30
Burton.....	580 65	40 00	620 65

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Cache Creek	\$ 660 00	\$ 40 00	\$ 700 00
Cadboro Bay	600 00	29 40	629 00
Camborne	545 00	50 00	595 00
Campbell Creek	594 35	40 00	634 35
Campbell Creek, South	598 35	40 00	638 35
Camp McKinney	50 00	.....	50 00
Camp Slough	660 00	40 00	700 00
Canoe Creek	598 40	40 00	638 40
Cape Scott	600 00	40 00	640 00
Cascade	584 85	50 00	634 85
Cedar Hill	1,320 00	80 00	1,400 00
Cedar, East	600 00	40 00	640 00
Cedar, North	600 00	40 00	640 00
Cedar, South	600 00	40 00	640 00
Chase River	660 00	40 00	700 00
Chasm	55 00	.....	55 00
Cheam	600 00	40 00	640 00
Chemainus	600 00	40 00	640 00
Chemainus Landing	720 00	40 00	760 00
Chilliwack	3,420 00	160 00	3,580 00
Chilliwack, East	719 05	40 00	759 05
Chilliwack, South	1,320 00	80 00	1,400 00
Clayton	587 15	40 00	627 15
Clinton	780 00	40 00	820 00
Cloverdale	660 00	40 00	700 00
Coldstream	50 00	.....	50 00
Coldwater	605 00	40 00	645 00
Colwood	600 00	40 00	640 00
Comaplix	600 00	50 00	650 00
Commonage	600 00	40 00	640 00
Comox	775 80	40 00	815 80
Courtenay	716 10	40 00	756 10
Cowichan	660 00	40 00	700 00
Craigellachie	548 35	50 00	598 35
Craigflower	630 00	40 00	670 00
Cranbrook	3,587 90	610 00	4,197 90
Crescent Island	50 00	.....	50 00
Creston	720 00	50 00	770 00
Crofton	591 95	130 00	721 95
Cultus Lake	540 00	40 00	580 00
Cumberland (per capita grant) .....	.....	.....	4,608 20

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Cumberland (grant to High School).....			300 00
Deadwood	660 00	50 00	710 00
Deep Creek	600 00	40 00	640 00
Delta.....	584 85	40 00	624 85
Denman Island.....	600 00	40 00	640 00
Departure Bay	600 00	40 00	640 00
<i>Discovery</i>	1,080 00	100 00	1,180 00
<i>Dolan's Corners</i>	600 00	40 00	640 00
<i>Douglas</i>	540 00	40 00	580 00
Ducks	550 00	40 00	590 00
<i>Duhamel</i>	509 00	50 00	559 00
<i>Dunach</i>	598 40	40 00	638 40
<i>Dunach, South</i>	540 00	40 00	580 00
Duncan	1,320 00	80 00	1,400 00
Eburne	659 15	40 00	699 15
Eholt	600 00	50 00	650 00
Elk Lake.	600 00	40 00	640 00
<i>Elko</i>	513 00	50 00	563 00
Enderby	1,315 00	80 00	1,395 00
English	720 00	40 00	760 00
Esquimalt.....	2,218 75	451 25	2,670 00
Essington	708 00	70 00	778 00
Extension.....	1,320 00	210 00	1,530 00
Fairfield	593 55	28 40	621 95
Fairview	544 65	60 00	604 65
<i>Ferguson</i>	600 00	50 00	650 00
Ferndale.....	600 00	40 00	640 00
Fernie	975 00	341 75	1,316 75
Do. (Coal Creek).....	827 10	50 00	877 10
Field	600 00	19 25	619 25
Fort Steele.....	660 00	50 00	710 00
<i>Foster's Bar</i>	98 40	20 00	118 40
Gabriola, South	596 70	40 00	636 70
<i>Galena</i>	495 00	50 00	545 00
Galiano.....	600 00	40 00	640 00
<i>Galiano, South</i>	116 00		116 00
<i>Ganges</i>	600 00	40 00	640 00
Gill.....	660 00	40 00	700 00
<i>Glenemma</i>	600 00	40 00	640 00
<i>Glenora</i>	480 00	40 00	520 00

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Glenvalley.....	598 40	40 00	638 40
<i>Glenwood</i>	480 00	40 00	520 00
Golden	2,220 00	150 00	2,370 00
Goldstream	598 40	40 00	638 40
Gordon Head.....	598 35	40 00	638 35
Grand Forks (per capita grant).....			4,044 20
Do. (grant to High School)			300 00
Grand Prairie.....	550 00	40 00	590 00
Grantham	600 00	40 00	640 00
Greenwood (per capita grant)			1,209 30
Gulfside.....	600 00	40 00	640 00
Hall's Prairie.....	658 25	14 27	672 52
Hammond.....	660 00	28 30	688 30
Haney	598 40	40 00	638 40
Haney, East.....	600 00	40 00	640 00
Harewood	1,320 00	80 00	1,400 00
Harrison Hot Springs.....	300 00	40 00	340 00
Harrison River.....	660 00	40 00	700 00
Hatzic	600 00	40 00	640 00
Hatzic Prairie.....	600 00	40 00	640 00
Hedley.....	651 15	140 00	791 15
<i>Hope</i>	350 00	20 00	370 00
<i>Hope Station</i>	480 00	40 00	520 00
Hornby Island.. ..	150 00	12 65	162 65
<i>Horse Creek</i>	550 00	50 00	600 00
Howe Sound	550 00	40 00	590 00
Hume	780 00	67 85	847 85
Huntingdon	600 00	40 00	640 00
<i>Illecillewaet</i>	600 00	50 00	650 00
<i>Isabella Point</i>	320 00	40 00	360 00
<i>Jaffray</i>	396 80	50 00	446 80
<i>Jubilee</i>	540 00	40 00	580 00
Junction.....	1,220 00	80 00	1,300 00
Kamloops (per capita grant)			4,080 80
Do. (grant to High School).....			250 00
Kaslo, (per capita grant)			1,790 10
Do. (grant for outside pupils)			319 88
<i>Keefers</i>	600 00	25 45	625 45
Kelowna	1,380 00	80 00	1,460 00
Kensington	598 40	40 00	638 40
<i>Kensington, East</i>	480 00	40 00	520 00

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Keremeos	\$ 604 10	\$ 220 00	\$ 824 10
Kettle River, North.	550 00	50 00	600 00
Kimberley	330 00	.....	330 00
Lac la Hache	526 15	29 54	555 69
Lac la Hache, North	660 00	40 00	700 00
Ladner	2,890 00	314 85	3,204 85
Ladysmith	520 00	118 00	638 00
{ Per capita grant. ....		.....	5,414 82
Lake	720 00	58 00	778 00
Langley	660 00	40 00	700 00
Langley, East	600 00	40 00	640 00
Langley Prairie	600 00	40 00	640 00
Lansdowne	596 80	40 00	636 80
Lazo	480 00	40 00	520 00
Lillooet	780 00	40 00	820 00
Lillooet, South	660 00	40 00	700 00
Lochiel	598 40	40 00	638 40
Lotbiniere	600 00	40 00	640 00
Lulu Island	595 15	40 00	635 15
Lumby	660 00	40 00	700 00
Lund	512 10	40 00	552 10
Lynn Valley	539 25	40 00	579 25
Lytton	660 00	40 00	700 00
Lytton, North	600 00	40 00	640 00
Mabel Lake	516 05	40 00	556 05
Majuba Hill	472 60	40 00	512 60
Malahat	600 00	40 00	640 00
Malcolm Island	240 00	40 00	280 00
Maple Bay	600 00	40 00	640 00
Maple Ridge	1,320 00	80 00	1,400 00
Mara	600 00	28 83	628 83
Marysville	600 00	50 00	650 00
Matsqui	660 00	40 00	700 00
Mayne Island	598 40	40 00	638 40
Metchosin	600 00	40 00	640 00
Metlakatla	628 00	40 00	668 00
Michel	1,133 35	100 00	1,233 35
Midway	720 00	50 00	770 00
Minto	600 00	40 00	640 00
Mission	1,304 50	80 00	1,384 50
Monte Creek	169 35	20 00	189 35

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Moodyville	705 00	40 00	745 00
Morrissey	585 00	80 00	665 00
Morris Valley	600 00	40 00	640 00
Mountain	660 00	76 00	736 00
Mount Lehman.....	583 90	40 00	623 90
Mount Sicker	720 00	30 00	750 00
Moyie.....	1,380 00	143 35	1,523 35
Mud Bay	660 00	40 00	700 00
Nakusp	720 00	50 00	770 00
Nanaimo (per capita grant)			11,928 52
Do. (grant to High School).....			900 00
Nanaimo Bay	660 00	40 00	700 00
Nanaimo, North.....	660 00	40 00	700 00
Nanaimo, South.....	660 00	40 00	700 00
Nelson (per capita grant).....			5,226 68
Do. (grant to High School).....			600 00
New Denver.....	1,378 40	100 00	1,478 40
New Westminster (per capita grant)			12,971 84
Do. (grant to High School).....			900 00
Nickel Plate	223 05	25 00	248 05
Nicola.....	605 00	40 00	645 00
Nicola, Lower.....	660 00	40 00	700 00
Nicomén	493 55	40 00	533 55
Nicomén, North	480 00	40 00	520 00
North Arm.....	1,320 00	80 00	1,400 00
North Bend	658 15	50 00	708 15
Northfield	1,320 00	120 00	1,440 00
North Thompson	531 65	40 00	571 65
North Thompson, West.....	591 95	40 00	631 95
Notch Hill	600 00	40 00	640 00
Oak Bay.....	660 00	58 00	718 00
Okanagan	660 00	40 00	700 00
Okanagan Falls.....	596 80	40 00	636 80
Okanagan Landing	598 40	40 00	638 40
Okanagan Mission.....	600 00	40 00	640 00
Okanagan, South.....	600 00	40 00	640 00
Otter.....	600 00	40 00	640 00
Otter Lake.....	600 00	40 00	640 00
Oyster, North	600 00	40 00	640 00
Pachelqua	435 50	40 00	475 50
Parksville	600 00	40 00	640 00

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Pavilion	\$ 328 20	\$ 40 00	\$ 368 20
Peachland	718 00	40 00	758 00
Pender Island	598 35	40 00	638 35
Penticton	550 00	40 00	590 00
Phoenix (per capita grant)			1,474 70
Do. (grant to outside pupils)			468 00
Poplar	575 85	50 00	625 85
Port Kells	550 00	27 46	577 46
Port Moody	660 00	40 00	700 00
Prairie	600 00	40 00	640 00
Princeton	660 00	40 00	700 00
Prospect Lake	600 00	40 00	640 00
Quamichan	600 00	40 00	640 00
Quesnel	775 80	40 00	815 80
Retreat Cove	210 30	20 00	230 30
Revelstoke (per capita grant)			5,474 70
Do. (grant to High School)			250 00
Rock Creek	600 00		600 00
Rock Mountain	500 00	40 00	540 00
Rosebery	600 00	50 00	650 00
Rosedale	720 00	40 00	760 00
Rossland (per capita grant)			6,596 10
Do. (grant to High School)			300 00
Round Prairie	600 00	40 00	640 00
Ryan	550 00	50 00	600 00
Saanich, North	660 00	40 00	700 00
Saanich, South	720 00	40 00	760 00
Saanich, West	600 00	40 00	640 00
Sahlam	480 00	40 00	520 00
Saint Elmo	335 50	40 00	375 50
Salmo	600 00	50 00	650 00
Salmon Arm, East	660 00	40 00	700 00
Salmon Arm, West	587 10	40 00	627 10
Sandon (per capita grant)			385 10
Sandwich	656 40	40 00	696 40
Savona	600 00	40 00	640 00
Scott Road	480 00	40 00	520 00
Sea Island	1,317 10	80 00	1,397 10
Shawnigan Lake	600 00	40 00	640 00
Shuswap	660 00	40 00	700 00
Shuswap Falls	178 35	20 00	198 35

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Continued.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent, &c.	Amount paid for Education Proper in each District.
Sidney	\$ 720 00	\$ 40 00	\$ 760 00
<i>Silver Creek</i>	600 00	40 00	640 00
Silverdale	660 00	40 00	700 00
Silverton	660 00	50 00	710 00
Similkameen	495 00	21 90	516 90
Simpson	720 00	40 00	760 00
Slocan (per capita grant)			1,077 00
Somenos	600 00	40 00	640 00
Sooke	595 90	40 00	635 90
Sooke, East	600 00	40 00	640 00
Southfield	600 00	40 00	640 00
Spallumcheen	590 00	40 00	630 00
<i>Spence's Bridge</i>	600 00	40 00	640 00
Spring Brook	600 00	40 00	640 00
Spuzzum	600 00	40 00	640 00
Squamish	600 00	40 00	640 00
Stave River	600 00	40 00	640 00
Steveston	1,020 00	80 00	1,100 00
Strawberry Vale	660 00	40 00	700 00
<i>Stuart Lake</i>	1,045 00	130 00	1,175 00
Sumas	600 00	40 00	640 00
Sumas, South	600 00	28 85	628 85
Sumas, Upper	598 40	40 00	638 40
Summerland	660 00	27 68	687 68
Sunbury	600 00	40 00	640 00
Surrey Centre	600 00	40 00	640 00
<i>Tappen Siding</i>	600 00	40 00	640 00
<i>Three Forks</i>	542 00	50 00	592 00
<i>Tobacco Plains</i>	584 85	40 00	624 85
Tolmie	2,220 00	120 00	2,340 00
Trail (per capita grant)			1,852 50
Trenant	550 00	15 49	565 49
Trout Lake	661 00	50 00	711 00
Tynehead	600 00	40 00	640 00
Union Bay	718 10	40 00	758 10
Valdez Island	600 00	40 00	640 00
Van Anda	720 00	40 00	760 00
Vancouver (per capita grant)			55,550 94
Do. (grant to High School)			3,150 00
Vancouver, East	1,320 00	80 00	1,400 00
Vancouver, North	720 00	40 00	760 00

TABLE D.—Exhibit of Expenditure for Education Proper during the year 1904-1905.
Concluded.

School District.	Amount paid for Teachers' Salaries.	Amount paid for Incidental Expenses, in- cluding Rent &c.	Amount paid for Education Proper in each District.
Vancouver, South	\$1,320 00	\$ 80 00	\$1,400 00
Vancouver, West	658 20	27 75	685 95
Vernon (per capita grant)			3,570 90
Do. (grant to High School)			300 00
Vesuvius	660 00	40 00	700 00
Vesuvius, North	600 00	28 03	628 03
Victoria (per capita grant)			32,431 54
Victoria (grant to High School)			2,250 00
Wardner	641 65	50 00	691 65
Webster's Corners	440 00	40 00	480 00
Wellington	2,220 00	166 50	2,386 50
Westbank	600 00	40 00	640 00
Westham Island	660 00	40 00	700 00
Whonnock	600 00	40 00	640 00
Williams Lake	683 20	40 00	723 20
Wilmer	660 00	50 00	710 00
Windermere	691 00	50 00	741 00
Wintlaw	600 00	50 00	650 00
Yale	600 00	50 00	650 00
Ymir	720 00	106 00	826 00
	\$216,218 10	\$16,690 50	\$405,577 97
Per Capita Grant to Cities	162,381 49		
Do. outside pupils	787 88		
Grant to High Schools	9,500 00		
	\$388,887 47		

EDUCATION OFFICE.

Salary of Superintendent of Education	\$ 2,100 00	
" Secretary	1,320 00	
" Clerk	720 00	
		\$4,140 00
Expenses of Office:—		
Books for indigent pupils	4 41	
" Office	13 05	
Expenses connected with Rhodes Scholarship	19 35	
Grant to Provincial Teachers' Institute, 1905	50 00	
Repairs to typewriter	6 85	
Express charges on medals	3 41	
		97 07
Maps and Globes:—		
Pope Stationery Co.	226 50	
T. N. Hibben & Co.	82 75	
		309 25
Expenses of Teachers' Examination:—		
Examiners, Supervisors and travelling expenses	1,239 00	
Stationery and janitors	166 65	
		1,405 65
Expenses of High School Entrance Examination:—		
Examiners and Expenses	2,512 36	
Stationery, etc	174 45	
		2,686 81
		\$ 8,638 78
Carried forward		8,638 78

		<i>Brought forward</i>	\$ 8,638 73
INSPECTION OF SCHOOLS.			
Salary of Inspector.....	1,680 00		
" ".....	1,500 00		
" " Supervisor of Manual Training Schools.....	1,440 00		
	1,500 00		
Travelling expenses of Superintendent and Inspectors.....	6,180 00		
	4,209 83		10,389 83
NORMAL SCHOOL.			
Salary of Principal.....	\$1,800 00		
" Assistant Master.....	1,500 00		
" Drawing ".....	1,200 00		
" Janitor.....	633 75		
Books, stationery, apparatus, expenses, etc.....	5,133 75		
	465 14		5,598 89
EDUCATION OF THE DEAF AND DUMB AND THE BLIND.			
Tuition and maintenance of 10 children at Winnipeg.....	3,007 50		
" " 2 " Berkeley, Cal.....	601 50		
" " 1 child at Montreal.....	100 15		
Fares, etc.....	30 55		
			3,739 70
			28,367 20
Amount paid for teachers' salaries.....	216,218 10		
Per capita grant to Cities.....	163,169 37		
Grant to High Schools in addition to per capita grant.....	9,500 00		
Amount paid for Incidental Expenses.....	16,690 50		
	433,945 17		
Less fees for Teachers' Examination.....	940 00		
Total cost for Education Proper.....			\$433,005 17

TABLE E.—Schools in Electoral Districts, 1904-1905.

ELECTORAL DISTRICTS.	NAMES OF SCHOOLS.				Number of Schools open during 1904- 1905.	No. of Teachers, including Month- savers, employed in 1904-1905.	Number of Pupils enrolled.	Total expenditure for Education Proper.
Alberni	Alberni ; Alberni, New ; Beaver Creek ; <i>Cape Scott</i> ; Departure Bay ; Gill ; Parksville ; Van Anda ; Wellington				9	11	331	\$7,864 55
Atlin	Atlin ; <i>Discovery</i>				2	2	55	2,350 00
Cariboo	Barkerville ; Quesnel ; <i>Stuart Lake</i> ; Williams Lake				4	4	69	2,794 00
Chilliwack	Abbotsford ; <i>Aberdeen</i> ; Archelitz ; Camp Slough ; Cheam ; Chilliwack ; Chilliwack, East ; Chilliwack, South ; <i>Cultus Lake</i> ; <i>Dunach</i> ; <i>Dunach, South</i> ; Fairfield ; Huntingdon ; <i>Jubilee</i> ; Lobiniere ; Majuba Hill ; Matsqui ; Mount Lehman ; Rosedale ; Sumas ; Sumas, South ; Sumas, Upper				23	26	948	17,778 00
Columbia	<i>Athlone</i> ; <i>Beaver Mouth</i> ; Field ; <i>Galena</i> ; Golden ; <i>Horse Creek</i> ; Wilner ; Windermere				8	10	252	6,735 25
Comox	Alert Bay ; Comox ; Courtenay ; Cumberland ; Denman Island ; Grantham ; Hornby ; Lazo ; Lund ; Malcolm Island ; Minto ; Sandwich ; Union Bay ; Valdez Island				15	19	725	12,638 20
Cowichan	Chemainus ; Chemainus Landing ; Cowichan ; Crofton ; Duncan ; <i>Glenora</i> ; Malahat ; Maple Bay ; Mt. Sicker ; Quamichan ; <i>Sukhtlam</i> ; Shawnigan ; Sonenos				13	14	381	9,211 95
Cranbrook	Cranbrook ; Fort Steele ; Kimberley ; <i>Marysville</i> ; Moyie ; <i>Ryan</i> ; Wardner				7	12	536	8,702 90
Delta	Aldergrove ; Aldergrove, South ; Anniendale ; <i>Barnston Island</i> ; Beaver ; Belmont ; <i>Boundary Bay</i> ; Brownsville ; Clayton ; Cloverdale ; Crescent Island ; Delta ; <i>Douglas</i> ; Glenvalley ; <i>Glenwood</i> ; Gulfside ; Hall's Prairie ; Kensington ; <i>Kensington</i> ; <i>East</i> ; Ladner ; Langley ; Langley, East ; Langley Prairie ; Lochiel ; Mud Bay ; Otter ; Port Kells ; Prairie ; <i>Scott Road</i> ; Spring Brook ; Sunbury ; Surrey Centre ; Tenant ; Tynehead ; Westham				35	38	1131	23,932 12
Dewdney	Burton ; Ferndale ; Hammond ; Haney ; Haney, East ; Harrison Hot Springs ; Harrison River ; Hatzic ; Hatzic Prairie ; Junction ; Lillooet, South ; Maple Ridge ; Mission ; Morris Valley ; <i>Nicomien</i> ; <i>Nicomien, North</i> ; Port Moody ; Silverdale ; Slave River ; <i>Webster's Corners</i> ; Whonnock				21	24	721	15,185 40
Esquimalt	Colwood ; Esquimalt ; Goldstream ; Metchosin ; Sooke ; Sooke, East				6	8	277	5,964 30
Fernie	<i>Elko</i> ; Fernie ; Coal Creek ; <i>Jaffray</i> ; Michel ; Morrissey ; <i>Tobacco Plains</i>				7	13	693	8,420 40
Grand Forks	Cascade ; Grand Forks ; <i>Kettle River</i> ; North ; Phoenix				5	11	476	7,521 75
Greenwood	Anaconda ; Boundary Falls ; Deadwood ; Elholt ; Greenwood ; Midway				6	7	292	4,707 65
(The) Islands	Beaver Point ; Burgoyne Bay ; Gabriola, South ; Galiano ; <i>Galiano, South</i> ; <i>Ganges</i> ; <i>Isabella Point</i> ; Mayne Island ; Pender ; <i>Rebreath Cove</i> ; Saanich, North ; Sidney ; Vesuvius ; Vesuvius, North				14	14	330	7,967 78
Kamloops	Campbell Creek ; <i>Campbell Creek, South</i> ; Canoe Creek ; <i>Craigellachie</i> ; <i>Dolan's Corners</i> ; Ducks ; <i>Glenemma</i> ; Grand Prairie ; Kamloops ; <i>Monte Creek</i> ; North Thompson ; North Thompson, West ; Notch Hill ; Salmon Arm, East ; Salmon Arm, West ; Shuswap ; <i>Shuswap Falls</i> ; <i>Silver Creek</i> ; <i>Tappen Siding</i>				19	24	749	14,838 65
Kaslo	Alnsworth ; <i>Ferguson</i> ; Kaslo ; <i>Poplar</i> ; Trout Lake				5	7	236	4,802 93
Lillooet	<i>Chasim</i> ; Clinton ; Lac la Hache ; <i>Lac la Hache, North</i> ; Lillooet ; <i>Pachelqua</i> ; <i>Pavilion</i>				7	7	139	3,794 39
Nanaimo City	High School ; Central School ; Middle Ward School ; South Ward School				4	19	1071	12,828 52
Nelson City	High School ; Central School				2	11	506	5,826 68

TABLE E.—Schools in Electoral Districts, 1904-1905.—*Concluded.*

ELECTORAL DISTRICTS.	NAMES OF SCHOOLS.	Number of Schools open during 1904- 1905.	No. of Teachers, including Mont- itors, employed in 1904-1905.	Number of Pupils enrolled.	Total expenditure for Education proper.
Newcastle	Alexandria; Cedar, East; Cedar, North; Cedar, South; Chase River; Extension; Harewood; Ladysmith; Mountain; Nanaimo Bay; Nanaimo, North; Nanaimo, South; Northfield; Oyster, North; Southfield	15	27	1211	\$17,908 82
New Westminster City	High School; Boys' School; Girls' School; Sapperton School; Westside School	5	27	1252	13,871 84
Okanagan	Armstrong; <i>Berlin</i> ; <i>Black Mountain</i> ; Blue Springs; Coldstream; <i>Communage</i> ; Deep Creek; Enderby; Kelowna; Lansdowne; Lumby; <i>Mabel Lake</i> ; Mara; Okanagan; <i>Okanagan Landing</i> ; Okanagan Mission; Okanagan, South; Otter Lake; Peachland; <i>Penticton</i> ; Round Prairie; Spallumcheen; Summerland; Vernon; Westbank	26	34	1253	21,895 16
Revelstoke	<i>Albert Canyon</i> ; Arrowhead; <i>Beaton</i> ; <i>Canborne</i> ; <i>Comaplex</i> ; <i>Illecillewaet</i> ; Revelstoke	8	15	562	8,910 65
Richmond	Barnet; <i>Boven Island</i> ; Burnaby; West; Eburne; English; Howe Sound; Lulu; <i>Lynn Valley</i> ; Moodyville; North Arm; Sea Island; Squamish; Steveston; Vancouver, East; Vancouver, North; Vancouver, South; Vancouver, West	18	24	1041	16,101 10
Rossland City	High School; Central School; Cook Avenue School	3	11	603	6,896 10
Saanich	Cadboro; Cedar Hill; Craigflower; Elk Lake; Gordon Head; Lake; Oak Bay; Prospect; Saanich, South; Saanich, West; Strawberry Vale; Tolmie	12	15	549	10,553 75
Similkameen	Anarchist Mountain; Camp McKinney; Fairview; Hedley; Keremeos; <i>Nickel Plate</i> ; Okanagan Falls; Princeton; <i>Rock Creek</i> ; <i>Rock Mountain</i> ; Similkameen	11	11	238	6,100 00
Skeena	Bella Coola; <i>Bella Coola, Lower</i> ; Esington; <i>Mellakalla</i> ; Simpson	5	5	155	3,540 50
Slocan	Nakusp; New Denver; <i>Rosebery</i> ; Sandon; Silverton; Slocan; <i>Three Forks</i> ; <i>Wailaw</i>	8	10	298	6,312 50
Vancouver City	High School; Central School; Dawson School; Fairview School; West Fairview School; Model School; Mount Pleasant School; Roberts School; Seymour School; Strathcona School	10	111	6342	58,700 94
Victoria City	High School; Boys' School; Girls' School; Hillside School; Kingston Street School; North Ward School; Rock Bay School; South Park School; Spring Ridge School; West School	10	66	3132	34,681 54
Yale	Agassiz; Ashcroft; Cache Creek; <i>Caldwater</i> ; <i>Foster's Bar</i> ; <i>Hope</i> ; <i>Hope Station</i> ; <i>Keefers</i> ; Lytton; <i>North</i> ; Nicola; Nicola, Lower; North Bend; <i>Saint Elmo</i> ; Savona; <i>Spence's Bridge</i> ; Spuzzam; Yale	18	18	440	10,834 30
Ymir	Creston; <i>Duhamel</i> ; Hume; Salmo; Trail; Ymir	6	8	360	5,505 35
	Total	367	663	27354	405,577 97

TABLE F.—Description, condition and estimated value of School Property in Rural Districts.

DISTRICT.	SCHOOL-HOUSE.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
Abbotsford	Wood	20 ft. x 34 ft.	1891 .....	.....	Half an acre	Good.....	\$ 750
Aberdeen	Building p	rovided by residents	.....	.....	.....	.....	20
Agassiz	Wood	24 ft. x 36 ft.	1891 .....	.....	One acre	Fair.....	700
Ainsworth	"	25 ft. x 40 ft.	1897 .....	.....	Five town lots.....	Good.....	1,100
Alberni	"	23 ft. x 28 ft.	1901 .....	.....	Three-quarters of an acre..	"	1,000
Alberni, New	"	23 ft. x 28 ft.	1904 .....	.....	66 ft. x 125 ft.	"	1,000
Aldergrove	"	20 ft. x 34 ft.	1888 .....	.....	One acre	Good.....	725
Aldergrove, South	"	20 ft. x 34 ft.	1891 .....	.....	" .....	" .....	725
Alert Bay	"	20 ft. x 32 ft.	1899 .....	.....	Reserve	"	700
Alexandria	"	2 rooms { 24 ft. x 36 { 24 ft. x 32	1898 } 1901 }	.....	One acre	"	1,500
Anaconda	"	27 ft. x 33 ft.	1901 .....	.....	100 ft. x 100 ft.	Good.....	2,100
Anarchist Mountain	"	18 ft. x 26 ft.	1896 .....	.....	Two acres	"	520
Annedale	"	20 ft. x 34 ft.	1891 .....	.....	One acre	Fair.....	600
Armstrong	Brick	3 rooms, { each { 27 ft. x 36	1902 .....	.....	" .....	Good.....	8,060
Arrowhead	Rented bu	ilding .....	.....	.....	.....	.....	20
Ashcroft	Wood	2 rooms, 28 ft. x 51 ft	1899 .....	.....	100 ft. x 120 ft.	"	3,000
Atchelitz	"	20 ft. x 34 ft.	1892 .....	.....	Half an acre	Fair	600
Athalmer	Building p	rovided by residents	.....	.....	.....	.....	20
Atlin	Wood	23 ft. x 28 ft.	1902 .....	.....	Reserve	Good.....	3,000
Barnet	"	24 ft. x 36 ft.	1902 .....	.....	50 ft x 70 ft.	"	1,000
Barnston Island	Building p	rovided by residents	.....	.....	.....	.....	20
Beaton .....	" .....	" .....	.....	.....	.....	.....	20
Beaver	Wood	20 ft. x 34 ft.	1892 .....	.....	One acre	Fair.....	650
Beaver Creek	"	24 ft. x 36 ft.	1903 .....	.....	One acre	Good.....	1,000
Beaver Mouth	Building p	rovided by residents	.....	.....	.....	.....	20
Beaver Point	Wood	22 ft. x 26 ft.	1885 .....	.....	Reserve of 40 acres	Good.....	650
Bella Coola	Logs	18 ft. x 26 ft.	1896 .....	.....	One acre	Fair	500
Bella Coola, Lower	Building p	rovided by residents	.....	.....	.....	.....	20
Belmont	Wood	22 ft. x 34 ft.	1898 .....	.....	One acre	Good.....	900
Berlin	Building p	rovided by residents	.....	.....	.....	.....	20
Big Bar	Wood	18 ft. x 20 ft.	1883 .....	.....	" .....	Fair.....	225
Black Mountain	Building p	rovided by residents	.....	.....	.....	.....	20
Blue Springs	Wood	22 ft. x 36 ft.	1893 .....	.....	" .....	Good.....	750
Boundary Bay	"	20 ft. x 30 ft.	1886 .....	.....	Half an acre	"	450
Boundary Falls	"	26 ft. by 40 ft.	1905 .....	.....	One acre	"	1,500
Bowen Island	"	20 ft. x 30 ft.	1893 .....	.....	Half an acre	"	750
Brownsville	"	30 ft. x 38 ft.	1891 .....	.....	One acre	Fair.....	1,100
Burgoyne Bay	"	24 ft. x 40 ft.	1896 .....	.....	" .....	Good. ..	1,000
Burnaby	"	27 ft. x 37 ft.	1893 .....	.....	120 ft. x 240 ft.	"	1,750
Burnaby, West	"	2 rooms, 26 ft. x 72 ft	1896 .....	.....	One acre	"	1,750
Burton	"	20 ft. x 32 ft.	1882 .....	.....	" .....	" .....	1,000

TABLE F.—Description, condition and estimated value of School Property
in Rural Districts.—*Continued.*

DISTRICT.	SCHOOL-HOUSE.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
Cache Creek	Wood	12 rooms in building	1873....	Wood ..	Twenty acres.....	Good. ..	\$6,000
Cadboro Bay	"	18 ft. x 36 ft.....	1885....		Half an acre.....	"	750
Camborne	Building p	rovided by residents					20
Campbell Creek	Wood	20 ft. x 36 ft.....	1899....		One acre	"	1,500
Campbell Ck., South ..	Building p	rovided by residents					20
Camp Slough.....	Wood	20 ft. x 34 ft.....	1896....		Half an acre.....	"	600
Canoe Creek.....	Building p	rovided by residents					20
Cape Scott	"	"					20
Cascade	Wood	26 ft. x 42 ft.....	1890....		100 ft. x 100 ft.....	Good.....	1,700
Cedar Hill.....	"	24 ft. x 36 ft.....	1869 }	Wood	Two acres	"	2,000
		addition	1896 }				
Cedar, East	"	20 ft. x 34 ft.....	1896....				
Cedar, North	"	30 ft. x 40 ft.....	1894....		Three-quarters of an acre..	"	800
Cedar, South	"	23 ft. x 28 ft.....	1902....		One acre	"	1,500
Chase River	"	25 ft. x 40 ft.....	1899....		"	"	800
Cheam	"	28 ft. x 36 ft.....	1901....		"	"	850
Chemainus	"	24 ft. x 36 ft.....	1901....		"	"	1,100
Chemainus Landing	"	20 ft. x 34 ft.....	1891....		"	Fair.....	650
Chilliwack.....	"	22 ft. x 40 ft.....	1881.. }		One and a-half acres	Good.....	5,000
		23 ft. x 30 ft.....	1887.. }				
		26 ft. x 36 ft.....	1895.. }				
		2 rooms, { each 27 ft. x 36 }	1904 }				
Chilliwack, East	"	20 ft. x 34 ft.....	1890 }		One acre	Fair.....	2,000
		26 ft. x 42 ft.....	1905 }				
		18 ft. x 26 ft.....	1883 }				
Chilliwack, South.....	"	23 ft. x 42 ft.....	1893 }		"	Good.....	1,500
Clayton	"	20 ft. x 34 ft.....	1891....		"	"	800
Clinton	Brick	22 ft. x 40 ft.....	1898....		Two town lots.....	"	1,600
Cloverdale.....	Wood	30 ft. x 50 ft.....	1893....		One acre	"	1,000
Coal Creek	"	27 ft. x 33 ft.....	1902....		"	"	1,500
Coldstream	"	18 ft. x 26 ft.....	1892....		"	"	500
Coldwater	Building p	rovided by residents					20
Colwood	Wood	24 ft. x 36 ft.....	1896....		"	"	800
Comaplie	Building p	rovided by residents					20
Commonage	"	"					20
Comox	Wood	20 ft. x 44 ft.....	1886....		Half an acre.....	Good....	800
Courtenay.....	"	23 ft. x 36 ft.....	1892....		Half acre and one town lot	"	1,200
Cowichan	"	20 ft. x 34 ft.....	1896....		One acre	"	700
Cowichan, South.....	"	20 ft. x 34 ft.....	1886....	Wood	"	Fair.....	700
Craigellachie	Building p	rovided by residents.					20
Craigflower.....	Wood	22 ft. x 50 ft.....	1854....	Wood	Five acres	Good.....	2,000
		1 room	1899 }				
		4 rooms, { each 28 ft. x 33 }	1900 }				
Cranbrook	"	25 ft. x 28 ft.....	1902 }		Twenty-eight town lots ..	"	5,500
Crescent Island.....	"	25 ft. x 28 ft.....	1901....				
Creston	"	27 ft. x 33 ft.....	1902....		50 ft. x 115 ft.....	"	2,000
Crofton	"	0 ft. x 50 ft.....	1905....		6 town lots, each 50 x 100 ft.		2

TABLE F.—Description, condition and estimated value of School Property in Rural Districts.—*Continued.*

DISTRICTS.	SCHOOL-HOUSE.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
<i>Cultus Lake</i>	Building p	rovided by residents					\$ 20
Deadwood	Wood	23 ft. x 28 ft	1900		Three town lots	Good	1,400
Deep Creek	"	20 ft. x 34 ft	1895		One acre	Fair	530
Delta	"	{ 18 ft. x 24 ft. 27 ft. x 34 ft.	{ 1888. 1904. }		"	"	1,800
Denman Island	"	20 ft. x 34 ft	1897		Five acres	Good	600
Departure Bay	"	20 ft. x 36 ft	1886		100 ft. square	Fair	700
<i>Discovery</i>	Building p	rovided by residents.					20
<i>Dolan's Corners</i>	"	" "					20
Donald	Wood	20 ft. x 34 ft	1887		130 ft. x 132 ft.	Good	400
<i>Douglas</i>	Building p	rovided by residents.					20
Ducks	Wood	19 ft. x 27½ ft.	1894		Half an acre	Good	650
<i>Duhamel</i>	Building p	rovided by residents.					20
<i>Dunach</i>	Wood	20 ft. x 32 ft	1892		One acre	Good	700
<i>Dunach, South</i>	Building p	rovided by residents.					20
Duncans	Wood	{ 26 ft. x 44 ft. 26 ft. x 30 ft.	{ 1891. 1901. }		One acre	Good	1,500
Eburne	"	27 ft. x 33 ft	1903		One and a half acres	"	1,700
Eholt	"	28 ft. x 34 ft	1903		Reserve	"	1,500
Elk Lake	"	22 ft. x 36 ft	1899		Reserve, seven acres	"	950
<i>Elko</i>	Building p	rovided by residents.					20
Enderby	Wood	2 rooms, { each 27 ft. x 36 }	{ 1902		Five town lots	Good	3,175
English	"	24 ft. x 36 ft	1893		One acre	"	700
Esquimalt ..	Brick	3 rooms, { each 27 ft. x 36 }	{ 1903		Three acres		12,000
Essington	Wood	{ 20 ft. x 35 ft. 23 ft. x 28 ft.	{ 1889. 1904. }		150 ft. x 100 ft	Good	1,800
Extension	"	28 ft. x 34 ft	1900		One acre	"	1,200
Fairfield	"	20 ft. x 34 ft	1892		Half an acre	"	700
Fairview	"	25 ft. x 30 ft	1898		Two town lots	"	1,100
<i>Ferguson</i>	Building p	rovided by residents.					20
Ferndale	Wood	20 ft. x 34 ft	1893		One acre	Fair	600
Field	"	24 ft. x 26 ft			Dominion Government		650
Port Steele	"	2 rooms, { each 20 ft. x 34 }	{ 1897		Two town lots, { each 33 ft. x 99 }	{ Good	2,100
Gabriola, North	"	16 ft. x 20 ft	1883		Reserve of 80 acres	"	250
Gabriola, South	"	24 ft. x 36 ft	1890	Wood	One acre	"	1,200
<i>Galena</i>	Building p	rovided by residents					20
Galiano	Wood	20 ft. x 34 ft	1892		Half an acre	Good	800
<i>Galiano, South</i>	Building p	rovided by residents.					20
<i>Ganges</i>	"	" "					20
Gill	Wood	24 ft. x 36 ft	1896		One acre	Good	750
<i>Glenemma</i>	Building p	rovided by residents.					20
<i>Glenora</i>	"	" "					20
Glenvalley	Wood	20 ft. x 34 ft	1893		Half an acre	Good	550
Glenwood	"	20 ft. x 34 ft	1891		One acre	"	650

TABLE F.—Description, condition and estimated value of School Property in Rural Districts.—*Continued.*

DISTRICTS.	SCHOOL-HOUSE.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
Golden	Wood	32 ft. x 40 ft.	1890....	.....	250 ft. x 200 ft.	Fair....	\$1,500
..... {	"	27 ft. x 33 ft.	1902....	.....	125 ft. x 150 ft.	Good....	2,000
Goldstream.....	"	20 ft. x 34 ft.	1895....	.....	One and a half acres	Fair....	500
Goldstream (Happy Valley)	"	18 ft. x 22 ft.	1896....	.....	80 yards square	"	250
Gordon Head	"	20 ft. x 34 ft.	1891....	.....	Half an acre	Good....	700
Grand Prairie	"	23 ft. x 28 ft.	1903 ..	.....	Half an acre	"	1,400
Grantham	"	20 ft x 34 ft.	1885....	.....	Half an acre	"	650
Gulfside	"	20 ft. x 34 ft.	1892....	.....	One acre.....	Fair....	650
Hall's Prairie	"	20 ft. x 34 ft.	1885....	.....	Half an acre.....	Good....	600
Hammond.....	"	28 ft. x 44 ft.	1900....	.....	One acre.....	"	1,500
Haney	"	20 ft. x 34 ft.	1888....	.....	" .....	" .....	650
Haney, East.....	"	23 ft. x 28 ft.	1903 ..	.....	210 ft. x 210 ft.	"	1,200
Harewood	"	36 ft. x 48 ft.	1892 } ..	.....	One acre.....	Fair....	1,200
..... {	"	20 ft. x 32 ft.	1896 } ..	.....	.....	.....	.....
Harrison Hot Springs.....	"	20 ft. x 34 ft.	1899 ..	.....	" .....	Good....	900
Harrison River	"	26 ft. x 36 ft.	1901....	.....	Half an acre.....	"	1,300
Hat Creek.....	"	18 ft. x 18 ft.	1896....	.....	One acre.....	"	325
Hatzic	"	18 ft. x 45 ft.	1892....	.....	" .....	" .....	850
Hatzic Prairie	"	20 ft. x 36 ft.	1889....	.....	" .....	Fair....	500
Hedley	Building p	rovided by residents.	.....	.....	.....	.....	.....
Highland.....	Wood	20 ft. x 30 ft.	1893....	.....	One and three-quarter acres	Good....	700
Hope	"	18 ft. x 36 ft.	1876....	.....	185 ft. x 200 ft.	"	950
Hope Station	Building p	rovided by residents.	.....	.....	.....	.....	20
Hornby Island.....	Wood	20 ft. x 34 ft.	1891....	.....	One acre.....	Good....	750
Horse Creek	Building p	rovided by residents.	.....	.....	.....	.....	20
Howe Sound.....	Wood	20 ft. x 34 ft.	1891 ..	.....	Half an acre	Good....	700
Hume.....	"	2 rms., ea. 23 x 33 ft.	1899....	.....	Four town lots.....	"	2,500
Huntingdon	"	20 ft. x 34 ft.	1894....	.....	One acre.....	Fair....	800
Illecillewaet	Building p	rovided by residents.	.....	.....	.....	.....	20
Isabella Point	Wood	15 ft. by 22 ft.	1904....	.....	One acre .....	.....	600
Jaffray	Building p	rovided by residents.	.....	.....	.....	.....	20
Jubilee .....	" .....	" .....	.....	.....	.....	.....	20
Junction	Wood .. {	20 ft. x 34 ft.	1891 } ..	.....	One acre.....	Fair....	2,250
..... {	"	30 ft. x 50 ft.	1904 } ..	.....	.....	.....	.....
Keefers	Building p	rovided by residents.	.....	.....	.....	.....	20
Kelowna	Wood .. {	24 ft. x 36 ft.	1893 } ..	.....	350 ft. x 120 ft.	Good....	7,000
..... {	"	4 rooms, 27 ft. x 36 ft.	1904 } ..	.....	.....	.....	.....
Kensington.....	"	20 ft. x 34 ft.	1887....	.....	Half an acre.....	"	800
Kensington, East	Building p	rovided by residents.	.....	.....	.....	.....	20
Keremeos	Rented bu	ilding .....	.....	.....	.....	.....	20
Kettle River	Logs	20 ft. x 30 ft.	1892....	.....	One acre .....	.....	200
Kettle River, North ..	Building p	rovided by residents.	.....	.....	.....	.....	20
Kimberley.....	Wood	30 ft. x 36 ft.	1902....	.....	Reserve, four lots.	Good....	1,500
Lac la Hache	Logs	22 ft. x 26 ft.	1899....	.....	Three acres	Fair....	500
Lac la Hache, North ..	Building p	rovided by residents.	.....	.....	.....	.....	20

TABLE F.—Description, condition and estimated value of School Property in Rural Districts.—*Continued.*

District.	School-house.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
Ladner.....	Wood .. {	25 ft. x 48 ft.....	1894 }		Two and a half acres ...	Good.....	\$5,000
Lake	"	25 ft. x 40 ft.....	1898 }		Half an acre	"	950
Langley	"	24 ft. x 40 ft.....	1899.....		"	"	1,200
Langley, East	"	20 ft. x 34 ft.....	1892.....		One acre.....	"	700
Langley Prairie.....	"	20 ft. x 34 ft.....	1895.....		Half an acre	"	700
Lansdowne	"	20 ft. x 34 ft.....	1891.....		100 ft. square	"	750
Lazo	Building p	rovided by residents					20
Lillooet	Wood	22 ft. x 36 ft.....	1898.....		132 ft. square	Good.....	1,700
Lillooet, South.....	"	20 ft. x 34 ft.....	1895.....		One acre.....	"	800
Lochiel.....	"	20 ft. x 34 ft.....	1890.....		"	Fair.....	800
Lotbiniere.....	"	23 ft. x 28 ft.....	1903.....		"	Good.....	1,000
Lulu Island	"	20 ft. x 34 ft.....	1891.....		Half an acre	"	600
Lumby.....	"	20 ft. x 34 ft.....	1898.....		One acre.....	"	950
Lund	"	23 ft. x 28 ft.....	1904.....		One district block	"	1,300
Lynn Valley.....	Building p	rovided by residents.					20
Lytton	Wood	20 ft. x 30 ft.....	1882.....		50 ft. x 100 ft	Good.....	800
Lytton, North.....	Building p	rovided by residents.					20
Mabel Lake	Building p	rovided by residents.					20
Majuba Hill	Wood	23 ft. x 28 ft.....	1903.....		One acre	Good.....	1,200
Malahat.....	"	20 ft. x 34 ft.....	1898.....		Three-quarters of an acre..	"	1,000
Malcolm Island.....	"	Building provided by	residents				20
Maple Bay.....	"	20 ft. x 34 ft.....	1895.....		Reserve of 100 acres.....	Good.....	450
Maple Ridge.....	"	{ 22 ft. x 40 ft.....	1883 }		One acre.....	"	1,500
Mara.....	"	{ 22 ft. x 42 ft.....	1897 }		"	"	900
Marysville.....	Building p	rovided by residents.					20
Matsqui	Wood	27 ft. x 33 ft.....	1903.....		One acre	Good.....	1,200
Mayne Island	"	20 ft. x 34 ft.....	1894.....	Wood	"	"	1,100
Metchosin	"	20 ft. x 30 ft.....	1872.....		"	"	750
Mettlakatla.....	Building p	rovided by residents.					20
Michel.....	Wood	{ 2 rooms each	1904 }		One acre	Good.....	4,000
Midway	"	{ 27 ft. x 36 ft.....			100 ft. x 120 ft	"	600
Minto	"	24 ft. x 36 ft.....	1895.....		One acre	"	1,200
Mission	"	36 ft. x 72 ft.....	1896.....		One acre.....	"	2,000
Monte Creek.....	Building p	rovided by residents.					20
Moodyville	Wood	30 ft. x 36 ft.....	1891.....		On property of M. S. M. Co.	Fair.....	800
Morrissey	"	37 ft. x 74 ft.....	1904.....		One town block	Good.....	4,000
Morris Valley.....	"	24 ft. x 36 ft.....	1902.....		One acre.....	"	1,000
Mountain	"	Rented building					20
Mount Lehman	"	20 ft. x 34 ft.....	1895.....		One acre.....	"	500
Mount Sicker	"	40 ft. x 80 ft.....	1902.....		Two town lots	"	2,800
Moyie	"	45 ft. x 55 ft.....	1901.....		Three town lots.....	"	4,000

TABLE F.—Description, condition and estimated value of School Property in Rural Districts.—*Continued.*

District.	School-house.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
Mud Bay	Wood	23 ft. x 42 ft.....	1895.....	.....	Half an acre	Good.....	\$725
Nakusp	"	20 ft. x 34 ft.....	1895.....	.....	50 ft. x 230 ft.	"	900
Nanaimo Bay.....	"	24 ft. x 36 ft.....	1898.....	.....	198 ft. square	"	1,000
Nanaimo, North	"	27 ft. x 37 ft.....	1892.....	.....	132 ft. x 198 ft.....	"	900
Nanaimo, South	"	25 ft. x 40 ft.....	1894.....	.....	One acre.....	"	950
Nanoose Bay	"	20 ft. x 34 ft.....	1891.....	.....	" .....	" .....	500
New Denver ..	" ..	24 ft. x 36 ft.....	1897.....	.....	Two town lots	"	1,200
		27 ft. x 33 ft.....	1902.....		Reserve, four lots.....	"	1,300
<i>Nickel Plate</i>	Building p	rovided by residents	.....	.....	.....	" .....	20
Nicola.....	Wood	21 ft. x 36 ft.....	1887.....	.....	Half an acre.....	"	600
Nicola, Lower	"	24 ft. x 30 ft.....	1897.....	.....	One acre.....	"	700
<i>Nicomén</i>	"	20 ft. x 34 ft.....	1890.....	.....	" .....	Fair....	700
<i>Nicomén, North</i>	"	20 ft. x 34 ft.....	1893.....	.....	" .....	" .....	750
North Arm	"	{ 2 rooms, each 38 ft. x 38 ft. }	1902.....	.....	" .....	Good....	2,100
North Bend	"	24 ft. x 37 ft.....	1898.....	.....	C. P. Ry. Co.....	"	800
Northfield.....	"	{ 2 buildings, each 30 ft. x 40 ft. }	1891-92..	.....	One acre.....	Fair....	2,500
North Thompson	"	18 ft. x 24 ft.....	1885.....	Wood	"	Good....	800
North Thompson, West ...	"	18 ft. x 20 ft.....	1897.....	.....	" .....	" .....	450
Notch Hill.....	"	18 ft. x 26 ft.....	1897.....	.....	150 ft. x 150 ft.....	"	500
Oak Bay	"	36 ft. x 48 ft.....	1895.....	.....	One acre	Fair....	2,500
Okanagan	"	18 ft. x 44 ft.....	1894.....	.....	One acre and reserve of 8 acres.	"	500
Okanagan Falls.....	"	20 ft. x 36 ft.....	1898.....	.....	50 ft. x 100 ft.....	Good....	800
<i>Okanagan Landing</i> ..	Building p	rovided by residents.	.....	.....	.....	.....	20
Okanagan Mission	Wood	20 ft. x 34 ft.....	1896.....	.....	One acre.....	Good....	700
Okanagan, South	"	22 ft. x 28 ft.....	1896.....	.....	Two acres	"	800
Otter.....	"	20 ft. x 34 ft.....	1889.....	.....	One acre.....	Fair....	640
Otter Lake	"	20 ft. x 34 ft.....	1895.....	.....	" .....	" .....	650
Oyster, North	"	20 ft. x 34 ft.....	1891.....	.....	" .....	" .....	800
<i>Pachelqua</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Parksville	Wood	20 ft. x 34 ft.....	1891.....	.....	One acre.....	Good....	700
<i>Pavilion</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Peachland	Wood	20 ft. x 34 ft.....	1898.....	.....	120 ft. x 125 ft....	Good....	900
Pender Island	"	24 ft. x 36 ft.....	1902.....	.....	One and a half acres	"	900
<i>Penticton</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Pilot Bay	Wood	20 ft. x 30 ft.....	1902.....	.....	90 ft. x 108 ft.....	Good....	1,100
<i>Poplar</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Port Kells.....	Wood	20 ft. x 30 ft.....	1891.....	.....	One acre.....	Fair....	650
Port Moody	"	20 ft. x 34 ft.....	1885.....	.....	132 ft. square	Good....	750
Prairie	"	24 ft. x 36 ft.....	1886.....	.....	Half an acre	Fair....	450
Princeton	"	16 ft. x 24 ft.....	1900.....	.....	99 ft. x 100 ft.....	Good....	850
Prospect Lake	"	20 ft. x 34 ft.....	1893.....	.....	One acre	"	900
Qualicum	"	20 ft. x 34 ft.....	1896.....	.....	One acre.....	"	700

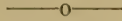
TABLE F.—Description, condition and estimated value of School Property in Rural Districts.—*Continued.*

DISTRICT.	SCHOOL-HOUSE.			Teacher's residence, what material built of.	Size of Lot.	Condition of School Property.	Estimated value of School Property.
	Material built of.	Size.	When erected.				
Quamichan	Wood	20 ft. x 30 ft.	1885 ..	.....	Half an acre ...	Fair	\$ 600
Quatsino	Logs	20 ft. x 32 ft.	1898 ..	.....	One acre	Good	600
Quesnel	Wood	16 ft. x 24 ft.	1888 ..	.....	132 ft. x 264 ft.	Fair	525
<i>Retreat Cove</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
<i>Rock Creek</i> .....	" .....	" .....	.....	.....	.....	.....	20
<i>Rock Mountain</i> .....	" .....	" .....	.....	.....	.....	.....	20
Rocky Point	Wood	16 ft. x 30 ft.	1888 ..	.....	One acre	Fair	700
<i>Rosebery</i>	Building p	rovided by residents	.....	.....	.....	.....	20
Rosedale	Wood .. {	20 ft. x 34 ft. 2 rooms, each 27 x 33	1890 .. 1904 .. }	.....	" .....	Good	3,000
Round Prairie	"	20 ft. x 34 ft	1893 ..	.....	" .....	" .....	750
<i>Ryan</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Saanich, North	Wood	24 ft. x 36 ft.	1897 ..	.....	One acre	Good	1,000
Saanich, South	"	30 ft. x 50 ft.	1873 ..	Wood	Two acres ..	Fair	1,000
Saanich, West	"	20 ft. x 30 ft	1880 ..	"	"	Good	1,100
<i>Sahlam</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
<i>Saint Elmo</i> .....	" .....	" .....	.....	.....	.....	.....	20
Salmo	Wood	23 ft. x 28 ft.	1903 ..	.....	60 ft. x 120 ft ..	Good	1,200
Salmon Arm, East	"	24 ft. x 36 ft.	1900 ..	.....	Half an acre	"	1,200
Salmon Arm, West	"	20 ft. x 34 ft	1892 ..	.....	One acre	Fair	800
Sandwich	"	20 ft. x 44 ft.	1891 ..	.....	Half an acre	"	1,000
Savona	"	18 ft. x 30 ft	1899 ..	.....	80 ft. x 120 ft ..	Good	600
<i>Scott Road</i>	Building p	rovided by residents	.....	.....	.....	.....	20
Sea Island	Wood .. {	20 ft. x 34 ft. 26 ft. x 30 ft.	1890 .. 1896 .. }	.....	Half an acre	Good	1,400
Shawnigan Lake	"	20 ft. x 34 ft	1895 ..	.....	One acre	"	800
Shuswap	"	27 ft. x 33 ft.	1904 ..	Wood	Two acres	"	2,000
<i>Shuswap Falls</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Sidney	Wood	28 ft. x 48 ft.	1894 ..	.....	One acre	Good	1,000
<i>Silver Creek</i>	Building p	rovided by residents.	.....	.....	.....	.....	20
Silverdale	Wood	20 ft. x 34 ft.	1892 ..	.....	" .....	Fair	700
Silverton	"	28 ft. x 40 ft.	1899 ..	.....	Two town lots ..	Good	1,500
Similkameen	"	20 ft. x 24 ft.	1892 ..	.....	One acre	"	750
Simpson	"	20 ft. x 30 ft.	1892 ..	.....	50 ft. x 140 ft.	"	800
Somenos	"	24 ft. x 30 ft.	1885 ..	.....	Half an acre	"	700
Sooke	"	20 ft. x 34 ft.	1891 ..	.....	One acre	Fair	600
Sooke, East	"	16 ft. x 30 ft.	1888 ..	Wood	"	"	700
Southfield	"	24 ft. x 36 ft.	1891 ..	.....	" .....	" .....	800
Spallumcheen	"	22 ft. x 36 ft	1886 ..	.....	Half an acre	"	700
<i>Spence's Bridge</i>	Building p	rovided by residents	.....	.....	.....	.....	20
Spring Brook	Wood	20 ft. x 34 ft.	1896 ..	.....	Three and a half chains sq.	Good	600
Spuzzum	"	16 ft. x 22 ft.	1899 ..	.....	.....	" .....	500
Squamish .....	" .....	.....	1904 ..	.....	One acre .....	.....	1,000

PART III.

APPENDICES.

APPENDIX A.



LIST OF CERTIFICATED TEACHERS.

ACADEMIC CERTIFICATES.

Allen, Bernard R., B.A., McMaster University, Toronto.
Anderson, John, B.A., University of New Zealand.
Andrews, Frank, B.A., University of Acadia College, Nova Scotia.
Ashton, John J., B.A., Queen's University, Kingston.
Baird, William J., M.A., University of Toronto.
Baker, Miss Francisca E., B.A., University of Manitoba.
Barron, Thomas John, B.A., McGill University, Montreal.
Bavis, Walter E.
Beharrel, Miss Mary M., B.A., Mount Allison University, New Brunswick.
Bennett, Miss Ellen Christine.
Bissett, Miss Mary E., B.A., St. Francis Xavier University, Nova Scotia.
Blanchet, Miss Aline, B.A., Mount Allison University, New Brunswick.
Bonis, Miss Sara, B.A., University of Toronto.
Bovyer, George M.
Brandon, James S., B.A., Queen's University, Kingston.
Brandon, William M., B.A., Queen's University, Kingston.
Broadfoot, Thomas A., B.A., University of Manitoba.
Brock, Mrs. Jean T. Scott, M.A., University of Toronto.
Brough, Thomas A., B.A., Queen's University, Kingston.
Brown, Clarence L., B.A., McMaster University, Toronto.
Brant, Howard D., B.A., Dalhousie University, Halifax.
Buason, Ingvar B., B.A., University of Manitoba.
Buckton, Thomas L., B.A., University of Toronto.
Burnett, William Brenton, B.A., University of Acadia College, Nova Scotia.
Burns, William, B.A., Queen's University, Kingston.
Burris, Miss Grace D., M.A., Dalhousie University, Halifax.
Butchard, James C., B.A., University of Manitoba.
Caldwell, Miss Daisy C., B.A., Queen's University, Kingston.
Cann, Miss Jeanette A., B.L., Dalhousie University, Halifax.
Castleman, Mrs. Escotte, B.A., University of Toronto.
Chambers, Miss Mary M., B.A., Queen's University, Kingston.
Church, John W., M.A., University of Durham, England.
Clark, George W., M.A., Queen's University, Kingston.
Clark, Earl W., B.A., University of Toronto.
Clark, Richard J., B.A., Queen's University, Kingston.
Clark, William T., B.A., Queen's University, Kingston.
Clement, Richard V., B.A., University of Toronto.
Cogswell, Oliver H., B.A., University of Acadia College, Nova Scotia.
Cowperthwaite, Frederick M., B.A., University of New Brunswick.
Cummings, John G., B.A., Queen's University, Kingston.
Cunningham, William J.
Dakin, William, B.A., University of Manitoba.
DePencier, Henry Percy.
Dixon, Frederick B., B.A., McMaster University, Toronto.

ACADEMIC CERTIFICATES.—*Continued.*

Donovan, Miss Alice G., B.A., Queen's University, Kingston.
Douglas, Robert J., B.A., McGill University, Montreal.
Dove, Alexander J., M.A., University of Manitoba.
Eaton, Frank H., M.A., University of Acadia College, Nova Scotia.
Edmison, Miss Matilda K., B.A., University of Manitoba.
Ellenwood, William R., B.A., McGill University, Montreal.
Elliott, Charles G., B.A., University of Manitoba.
Estabrooks, Miss Helena, B.A., Mt. Allison University, New Brunswick.
Fillmore, Charles L., B.A., Mt. Allison University, New Brunswick.
Foster, Frederick O., B.A., University of Acadia College, Nova Scotia.
Fox, Miss Roberta K., B.A., Western University of London, Ontario.
Fraser, Miss Annie E., B.A., Queen's University, Kingston.
Fraser, Charles McL., B.A., University of Toronto.
Fullagar, Lewis H., B.A., Cambridge University, England.
Fulton, Clarence, B.A., Dalhousie University, Halifax.
Gass, Miss Helen B., B.A., McGill University, Montreal.
Goward, Henry, M.A., London University, England.
Gordon, John Simpson, B.A., McGill University, Montreal.
Gordon, Robert George.
Gray, James, M.A., University of Toronto.
Green, Thomas B., B.A., University of Manitoba.
Grenfell, Miss Caroline P., B.A., Queen's University, Kingston.
Grenfell, Miss Mary E., B.A., Queen's University, Kingston.
Hamm, Benjamin N., B.A., Queen's University, Kingston.
Harper, Andrew M., B.A., Queen's University, Kingston.
Hatt, Miss Myra, B.A., University of New Brunswick.
Haverstock, William E., B.A., Dalhousie University, Halifax.
Henderson, James, M.A., Glasgow University, Scotland.
Henderson, Thomas, M.A., Queen's University, Dublin, Ireland.
Henry, Joseph Kaye, B.A., Dalhousie University, Halifax.
Hindle, George, B.A., Queen's University, Kingston.
Hughes, Miss Leonora Evangeline.
Hudson, William H., B.A., Trinity College, Toronto.
Hunt, Miss Bertha M., B.A., University of Toronto.
Hunter, Alexander J., B.A., University of Toronto.
Jay, Jonathan E., B.A., Mount Allison University, New Brunswick.
Johnston, Daniel B., B.A., Queen's University, Kingston.
Kerr, John H., B.A., University of Toronto.
King, Garfield A.
King, Herbert B.
Knapp, William, B.A., University of Dublin, Ireland.
Knowlton, George H., B.A., University of Manitoba.
Laffère, Henry W. L.
Laffère, Richard L., B.A., University of Dublin, Ireland.
Landells, Robert, B.A., Dalhousie University, Halifax.
Lane, Miss Kate E., B.A., University of Manitoba.
Lane, Charles H., B.A., Mt. Allison University, New Brunswick.
Lang, Frederick Wm., B.A., University of Toronto.
Langdon, Kenneth, B.A., University of Manitoba.
Langley, Miss Celia G.
Law, Robert, B.A., Ph.D., University of Victoria College, Ontario.
Lawson, John Patton, B.A., University of Manitoba.
Lennox, Miss Mary, B.A., University of Toronto.
Lewis, Miss Margaret A.
Little, David C., B.A., University of Toronto.
Logan, Miss Elizabeth M., B.A., Dalhousie University, Halifax.
Macfarlane, Andrew K. H., B.A., Queen's University, Kingston.

ACADEMIC CERTIFICATES.—*Continued.*

Marchant, Miss Nellie E.
Mathews, Stanley W., M.A., Queen's University, Kingston.
Maxwell, Alexander M., B.A., University of Toronto.
Miller, John J., B.Sc., Dalhousie University, Halifax.
Miller, Levi T., B.A., Bishop's College, Lennoxville.
Miller, Miss Mary B., B.A., University of Toronto.
Moody, Miss Margaret H., B.A., Dalhousie University, Halifax.
Moore, Samuel, B.A., University of Manitoba.
Morrison, James, M.A., University of Edinburgh.
Moscrop, Miss Susanna.
Muir, John N., B.A., McGill University, Montreal.
Muir, Peter D., B.A., McGill University, Montreal.
McCaig, James, B.A., University of Toronto.
Macdonald, Miss Blanche, B.A., Dalhousie University, Halifax.
McGarrigle, Thomas A., B.A., University of New Brunswick.
McGaw, Miss Mary G., B.A., University of Manitoba.
McGill, James H., B.A., Trinity College, Toronto.
McGill, Miss Winnifred I. M., B.A., McGill University, Montreal.
McGregor, Miss Claire R., B.A., McGill University, Montreal.
McInnes, William W. B., B.A., University of Toronto.
McIntosh, Miss Grace A., B.A., Queen's University, Kingston.
McKay, John, B.A., Queen's University, Kingston.
McKee, George E., B.A., University of Manitoba.
McKenzie, Eben H., B.A., University of Manitoba.
McKinnon, Michael, M.A., University of Halifax.
MacLaurin, Donald L., B.A., McMaster University, Toronto.
McMartin, Thomas A., B.A., McGill University, Montreal.
McNaughton, Miss Elizabeth, M.A., Queen's University, Kingston.
McNiven, Miss Catherine, B.A., Dalhousie University, Halifax.
McTaggart, Henry Allen.
Narraway, Henry H., B.A., University of Toronto.
O'Brien, Lewis J., B.A., University of Toronto.
Pattison, Thomas, M.A., Glasgow University, Scotland.
Paul, Edward B., M.A., Aberdeen University, Scotland.
Pearcy, Mrs. Wilhelmina W., B.A., University of Toronto.
Peppard, Miss Sara I., B.A., Dalhousie University, Halifax.
Perkins, Miss Ella D., B.A., Dalhousie University, Halifax.
Perrin, Miss Evelyn M., B.A., University of Toronto.
Perry, Aaron, M.A., University of Acadia College, Nova Scotia.
Phalen, M. A., B.A., St. Francis Xavier University, Nova Scotia.
Pineo, Albert J., M.A., University of Acadia College, Nova Scotia.
Pitblado, Miss Christiana D. Y., LL.A., St. Andrew's University, Scotland.
Pope, Stephen D., B.A., LL.D., Queen's University, Kingston.
Pottmeyer, Heinrich.
Potts, Miss Georgiena B., B.A., Trinity College, Toronto.
Potts, Jerrald C., B.A., University of Toronto.
Radford, Miss Ethel S., B.A., McGill University, Montreal.
Robertson, Lemuel, B.A., McGill University, Montreal.
Robinson, Alexander, B.A., Dalhousie University, Halifax.
Robinson, David Magee, B.A., Dalhousie University, Halifax.
Robinson, George E., B.A., Dalhousie University, Halifax.
Roe, Edward Price, B.A., Trinity College, Dublin, Ireland.
Rogers, Stephen H., B.A., University of Acadia College, Nova Scotia.
Ross, John, B.A., University of Manitoba.
Russell, Ernest H., B.A., Queen's University, Kingston.
Schuyler, Hiram H., B.A., University of Victoria College, Ontario.
Sedgewick, Garnet G., B.A., Dalhousie University, Halifax.

ACADEMIC CERTIFICATES.—*Concluded.*

Shannon, Samuel, B.A., Victoria University, Toronto.
 Shaver, Miss Florence, B.A., University of Manitoba.
 Shaw, James Curtis, M.A., Dalhousie University, Halifax.
 Simpson, B. Roy, B.A., McMaster University, Toronto.
 Simpson, Francis S., B.A., Dalhousie University, Halifax.
 Simpson, John, M.A., University of Toronto.
 Simpson, Miss Laura E.
 Sissons, Charles B., B.A., University of Toronto.
 Smeeton, Wm. F., B.Sc., Queen's University, Kingston.
 Smith, Edward W., M.A., University of Edinburgh.
 Smith, Miss Minnie, B.A., McMaster University, Toronto.
 Soady, John H., B.A., University of Manitoba.
 Souper, Noel B., B.A., Cambridge University, England.
 Spark, George, B.A., University of Toronto.
 St. James, Miss Leah A., B.A., McGill University, Montreal.
 Stephen, John, M.A., Aberdeen University, Scotland.
 Stramberg, Hector M., B.A., Dalhousie University, Halifax.
 Stuart, James, B.A., Royal University of Ireland.
 Suter, Robert W., B.Sc., McGill University, Montreal.
 Sutherland, A. W., B.A., University of Manitoba.
 Tait, David S.
 Tanner, John A., M.A., Trinity College, Toronto.
 Thomas, Miss Louise L., B.A., Dalhousie University, Halifax.
 Thomson, Charles A., B.A., Dalhousie University, Halifax.
 Turner, Henry Birkett, B.A., Cambridge University, England.
 Vroom, Claude, B.A., Mount Allison University, New Brunswick.
 Wark, Joseph, B.A., University of Manitoba.
 Wark, Samuel D., B.A., University of Manitoba.
 Watson, Miss Margaret M., B.A., University of Toronto.
 Watson, Miss Rosalind, M.A., McGill University, Montreal.
 Watson, James L., B.A., University of Toronto.
 Willis, Samuel J., B.A., McGill University, Montreal.
 Wilson, David, B.A., University of New Brunswick.
 Wilson, Eli, B.A., University of Toronto.
 Wilson, Miss Grace A., B.A., University of Toronto.
 Young, Frederick McB., B.A., Queen's University, Kingston.
 Yuill, Miss Etta J., M.A., University of Acadia College, Nova Scotia.

FIRST CLASS CERTIFICATES.

Anstie, Miss Jennie K.,	Brown, Edgar N.,
Anderson, Miss Christina S.,	Brown, Miss Frances Ann,
Ankers, Miss Gertrude D.,	Bruce, Leslie J.,
Baird, Samuel A.,	Buchanan, John Donald,
Bajus, Miss Kathleen L.,	Burpee, Miss Ethel L.,
Barron, Miss Lizzie A. F.,	Burpee, Miss Leila A.,
Barton, Heber B.,	Byrn, Miss Edith Louisa,
Bassett, Mrs. W. P.,	Cade, John P.,
Baxter, Truman Smith,	Cairns, Robert H.,
Beattie, Miss Emily,	Cameron, Miss Agnes Deans,
Bennie, Miss Isabel,	Campbell, Eli J.,
Bennett, John Bertram,	Campbell, Miss Jessie L.,
Blackbourne, Miss Maggie S.,	Campbell, John A.,
Blackwell, Miss Seraph,	Campbell, Leonard A.,
Blair, Miss Eliza J.,	Campbell, Miss Mary C.,
Bodwell, Miss Charlotte A. M.,	Canfield, Francis O.,
Bodwell, Miss Louise H.,	Caspell, Edmund,
Borden, Mrs. Millie P.,	Cattell, Miss Dorothy,

FIRST CLASS CERTIFICATES.—*Continued.*

Chapman, Miss Catherine,
Clark, Angus,
Clayton, Walter,
Coatham, William C.,
Coburn, Miss Lila M.,
Cowperthwaite, Mrs. K.,
Currie, Arthur William,
Deane, George H.,
Dingwall, Miss Mary O.,
Dougan, James J.,
Dowler, Miss Caroline A.,
Draper, Miss Hester,
Draper, Miss Katharine,
Dykes, Watson,
Elmsly, Miss Ada B.,
English, Miss Minnie,
File, Arthur,
Fleming, Robert W.,
Frank, Miss Pauline,
Fraser, Robert,
Furness, Miss Katie,
Galloway, James,
Ganton, James B.,
Gardiner, Miss Abbie F.,
Gilchrist, Alexander,
Gillis, Ewen Y.,
Gillis, John D.,
Gordon, Miss Jessie Fisher,
Graham, Melvin,
Grant, Miss Lilian M.,
Gray, Miss Ethel M.,
Green, John K.,
Green, John R.,
Hall, Robert J.,
Halliday, James A.,
Hands, Jonathan Griffith,
Hardie, Mrs. Lucretia,
Harding, Miss Mary L.,
Harrison, J. Frederick,
Hartt, Miss Flora E.,
Hawkey, Richard J.,
Henderson, Miss Isobel,
Hindle, Miss Lucy E.,
Hoffard, Miss Ella J.,
Homer, Miss Margaret F.,
Howe, Miss Hattie B.,
Hoy, James A.,
Hunter, Douglas McD.,
Irvine, Miss Ada E.,
Irwin, Joseph,
Jamieson, Geo. W.,
Johnston, Miss Bessie W.,
Johnston, Robert Cullen,
Johnstone, Miss Jean P.,
Keast, Miss Ada,
King, John William H.,
Kirkendall, George,

Kirkendall, Miss Jessie,
Lang, Miss Sarah I.,
Langsford, William,
Laursen, Miss Lili J. U.,
Lawson, Miss Ellen G.,
Lawson, Miss Maria,
LeFeuvre, Miss Eva E.,
Leith, Thomas,
LePage, Miss Ethel L.,
Letts, Albert,
Loat, Miss Kathleen B.,
Lyche, Mrs. Alice G.,
Macfarlane, Miss Rachel McK.,
Maclaren, Miss Louise M.,
Maclean, Miss Margaret Cassilis,
Manson, Miss Catherine J.,
Martin, John,
Matthew, Alfred H. P.,
May, W. H. M.,
Mebius, Miss Jeannette,
Menten, Miss Maude L.,
Mercer, Thomas C.,
Millard, Miss Blanche,
Miller, Albert Edgar,
Milne, Miss Helen B.,
Moffat, Frank B.,
Mogee, Miss Jennie D.,
Monk, James H.,
Moore, Miss Annie,
Morgan, Arthur D.,
Mowat, Miss Lilian M.,
Munroe, Miss Catherine,
Murphy, Edgar Heman,
Murray, Miss Caroline E.,
Murray, Miss Marie J.,
Murray, Paul,
Murton, Miss Sarah J.,
McDonagh, William,
McDonald, Hugh,
McEwen, Edwin H.,
McEwen, Miss Agnes E.,
McIntyre, John,
McKay, John L.,
McKay, Miss Hattie A.,
McKenzie, Miss Margaret N.,
MacLachlan, Miss Etta,
MacLean, John, D.,
McLeod, James R.,
McMordie, Robert A.,
McNeill, Angus B.,
McPherson, Osborne,
McRae, George W.,
McTavish, Donald N.,
McTavish, Peter D.,
Nason, Miss Mary A.,
Netherby, Stephen B.,
Nicholson, Thomas,

FIRST CLASS CERTIFICATES.—*Concluded.*

Nickerson, Miss Laura L.,
 Nicoll, Mrs. W.,
 Noble, Miss Alice L.,
 Norcross, James Edward,
 Norris, Thomas Alfred,
 Offerhaus, Mrs. Mary Amelia,
 Olding, Miss Harriett,
 Osborne, Norman A.,
 Palmer, Miss Mamie L.,
 Patterson, Miss Jean,
 Paul, Miss Margaret A.,
 Peck, Miss Helen R.,
 Phelps, William H.,
 Philip, Miss Alice M.,
 Pollock, John T.,
 Pope, Miss S. C. R.,
 Porter, Miss Ada C.,
 Pottinger, Miss Kate I.,
 Powell, Miss Lottie M.,
 Price, Joseph H.,
 Purdy, Raffles A. R.,
 Ramsay, Miss Jennie,
 Ravey, Martin James,
 Robinson, Miss Sarah A.,
 Rogers, Miss Ellen,
 Rowe, John Arthur,
 Russell, Miss Alexandrina,
 Salloway, Joseph F.,
 Sharpe, Miss Rhoda,
 Shaw, John,
 Shelton, Henry C.,
 Shepard, Frank Elgin,
 Shepherd, Samuel,
 Sherman, Ruyter S.,
 Shrapnel, Miss Edith Mary Scrope,
 Simpson, Miss Laura E.,
 Skinner, Miss Mary Dorothea,

Sluggett, George Henry,
 Smith, John F.,
 Southcott, Miss Florence,
 Sparling, Robert,
 Speers, Miss Elizabeth M.,
 Speirs, Miss Mary E.,
 Spragge, Leonard T.,
 Spragge, Miss Phœbe,
 Stewart, Allan C.,
 Strickland, Emanuel,
 Strople, Norton,
 Sullivan, Albert,
 Sutherland, David W.,
 Sylvester, Miss Elizabeth E.,
 Tait, Leonard,
 Tarbell, Miss Ellen G.,
 Taylor, Miss Agnes,
 Templer, Miss Ada May,
 Templer, Mrs. Jennie,
 Tingley, Miss Laura,
 Tom, Gregory H.,
 Tomlinson, William,
 Trembath, Miss Jennie,
 Truswell, Miss Mary,
 Tupper, James F.,
 Turner, George D.,
 Uren, Miss Fanny,
 Van Kleek, Miss Martha W.,
 Wardle, Miss Ethel G.,
 Watson, Frederic J.,
 Wells, Hulet M.,
 Wheeler, Mrs. Mina,
 Williams, Miss Mary,
 Winsby, William Norman,
 Wood, Edward S.,
 Wood, William Martin.

RENEWED CERTIFICATES FOR LENGTH OF SERVICE.

Offerhaus, R.,

Sinclair, James W.

SECOND CLASS CERTIFICATES.

Abercrombie, Miss Lena,
 Abercrombie, Miss Margaret,
 Acheson, William C.,
 Agnew, Miss Georgina,
 Allan, Miss Helen C.,
 Allison, Miss Dorothy,
 Anderson, Miss Mary H.,
 Anderson, Daniel J.,
 Anderson, Miss Maria,
 Anderson, Miss Sarah J.,
 Archibald, Miss Margarette S.,
 Armstrong, Miss Harriet L.,
 Atkinson, Miss Emily,

Bailey, Miss Adelaide S.,
 Banton, Miss Florence W.,
 Barnes, Miss Catherine A.,
 Barry, Mrs. Mary C.,
 Bates, John A.,
 Beath, James,
 Beath, Mrs. M. A.,
 Beattie, Matthew,
 Beattie, Miss Florence,
 Beattie, Miss Mabel V.,
 Bell, Mrs. Elizabeth McC.,
 Bertiaux, Mrs. K.,
 Black, Miss Colina,

SECOND CLASS CERTIFICATES.—*Continued.*

Black, Miss Emma G.,
Blackwell, Miss Laura A.,
Blair, J. Alfred,
Blair, William,
Blake, Miss Mary J.,
Bond, Miss Phoebe J.,
Bourne, Mrs. Eva I.,
Bowell, William A.,
Bowman, Miss Mary A.,
Bowman, Miss Clytie L.,
Bradley, Miss Eleanor S.,
Brandon, Thomas B.,
Brethour, Miss Gertrude L.,
Broe, Lawrence,
Brown, Miss Ella J.,
Brown, Miss Margaret,
Brown, Miss Harriet W.,
Browne, Miss Ethel L.,
Bruce, Miss Maud,
Burnett, Miss Elsa K.,
Burns, Miss Margaret M.,
Burns, Mrs. Eveline,
Butler, Miss Gladys A. K.,
Cairns, Miss Katharine,
Cairns, Miss Laura,
Cairns, Miss Mabel,
Camp, Miss Marion E.,
Campbell, Ernest,
Campbell, Miss Mary I.,
Campbell, John M.,
Campbell, Samuel B.,
Campbell, Walter H.,
Carson, Miss Eliza J.,
Carson, Robert H.,
Carter, Miss Ethel J.,
Carter, Miss Hilda M.,
Cathcart, Miss Isabel,
Catherwood, John A.,
Chapman, Miss Caroline M.,
Christie, Miss Caroline C.,
Clark, Edgar F.,
Clark, Miss Mary McG.,
Clark, Miss Elizabeth A.,
Clement, Samuel B.,
Clement, William J.,
Clement, Miss Mabel M.,
Clement, Miss Mary A.,
Coghlan, Miss Roberta S.,
Colbeck, Mrs. A. J.,
Colbeck, Miss Nora R.,
Colquhoun, Miss Josephine D.,
Cooke, Alfred W.,
Copeland, Miss Lydia B.,
Copeland, Miss Gertrude M.,
Couves, Miss Blanche C.,
Crandell, Oscar A.,

Creech, Miss Winnifred J. E.,
Cripps, Miss Clara,
Crowder, Joseph T.,
Currie, Miss Flora M.,
Currie, Miss Almeada,
Curtis, Miss Julia F.,
Dalby, Miss Edith M.,
Davidson, Miss Augusta J.,
Davidson, Miss Gwladys D.,
Davis, Miss Daisy L. M.,
Dawson, Mrs. Eleanor B.,
DeBou, Miss Edith S.,
Dick, Miss Fanny,
Dingwall, Miss Mary O.,
Dingwall, Miss Robina A.,
Dixon, Mrs. Alice E.,
Dobeson, Miss Mary G.,
Donaldson, Miss Nellie T.,
Draper, Miss Katharine,
Duncan, Miss Rose,
Duncan, Miss May G.,
Eckardt, Alfred E.,
Edwards, Miss Lilius M.,
Eldridge, Miss Dorothy C.,
Elley, Wilbert M.,
Elliott, Miss Alice E.,
Elliott, Miss Margaret,
Elmsly, Miss Florence N.,
Fernie, Miss Edith S.,
Field, Miss Maud L.,
Findlay, Miss Mary E.,
Fletcher, Miss Elizabeth,
Forrest, Miss Annie T.,
Fougner, Iver,
Foy, Ellsworth,
Frank, Miss Mary C.,
Fraser, Donald A.,
Fraser, Miss Katharine N.,
Fraser, Miss Margaret A.,
Fraser, Miss Mary I.,
Fraser, Miss Anna E.,
Frith, Miss Lillian E.,
Galbraith, Miss Elizabeth I.,
George, Miss Elizabeth L.,
George, Miss Ruth,
Gillies, Miss Isabella A.,
Glover, Miss Gertrude M.,
Glover, Miss Rose E.,
Godson, Miss Mabel,
Gott, Miss Annie N.,
Graham, Alexander,
Granger, Miss Constance G.,
Grant, Miss Maude H.,
Grant, Miss May B.,
Gray, Miss Alice E.,
Haarer, Miss Mary P.,

SECOND CLASS CERTIFICATES.—*Continued.*

Hall, George W.,
Hamilton, Miss Evelyn S.,
Hamilton, Miss Myrtle P.,
Hardie, Miss Cecil,
Harding, Miss Elizabeth,
Harding, Mrs. J. M. H.,
Harris, Miss Winnifred L.,
Hart, Miss Margaret F.,
Hastings, Miss Marion L.,
Hay, Miss Alice,
Henderson, Miss Eleanor M.,
Henniger, Mrs. Agnes M.,
Hewton, Miss Sara,
Hiscocks, Miss Sophie F.,
Hislop, James,
Hobbs, Miss Eveleen B.,
Holloway, Miss Mary E.,
Holt, Miss Mabel,
Homer, Miss Mary S.,
Hopkins, Nicholas R.,
Howitt, John,
Huggard, Everard,
Inglis, Miss Jessie,
Jesse, Miss Edith M.,
Johnson, Miss Jonina S.,
Johnson, Miss Kristruna,
Johnson, Miss Margaret A.,
Johnston, Miss Alice L.,
Johnston, Augustus M.,
Johnstone, Miss Marion B.,
Ketcheson, Miss Annie,
Killins, Miss Sarah J.,
Kingston, Miss Emilie G.,
Knight, Miss Margaret D.,
Laidley, Miss Lila K.,
Lauder, Miss Edith M.,
Laughlin, Hugh A.,
Lawrence, Miss Edith M.,
Lawson, Miss Winnifred,
Leamy, Miss Lila,
Lee, Miss Eleanor A. T.,
Leek, Miss Edith L.,
Lettice, Miss Edith, M. N.,
Lettice, Miss Katharine M.,
Lewis, Miss Alice M.,
Lewis, Miss Edith,
Lindseth, Miss Clara E.,
Loat, Miss Cora H.,
Loat, Miss Eleanor C.,
Lord, Miss Clara E.,
Lucas, Miss Mary,
Lyons, Miss Isabella,
Macken, Miss Norine,
Mallory, Miss Edith M.,
Marchant, Harold B.,
Marshall, Miss H. Grace,
Marshall, Miss Sarah,

Marshall, Miss Ila M.,
Marshall, Miss Annie F.,
Martin, Miss Charlotte M.,
Mebius, Miss Lucy A.,
Mennell, Arthur,
Miller, Thomas,
Milligan, Miss Eliza,
Milligan, Miss Rose A.,
Milligan, Miss Charlotte,
Mills, Miss Sarah A.,
Moffat, Miss Maude L.,
Moffat, Miss Helen G.,
Monro, Miss Rose,
Montgomery, Miss Clara B.,
Mooney, Miss Winnifred,
Moore, David M.,
Morrison, Miss Florence E.,
Morrison, Norman,
Mouat, Miss Margaret J.,
Murgatroyd, Miss Annie L.,
Murray, Miss Elizabeth,
Musgrove, Miss Pearl C.,
McAlpine, Miss Sara,
McBride, Miss Ethel M.,
McBride, Miss Mary D.,
McCain, Miss Minnie C.,
McCallum, Miss Ada E.,
McCrimmon, Miss Kate F.,
McCutcheon, John F.,
McDonald, Mrs. Annie C.,
McDonald, Miss Edna C.,
McDonald, Benson S.,
McDougald, Miss Katharine E.,
McDougall, Miss Archena J.,
McDowell, Miss Mary,
McEwen, Miss Cecil,
Macfarlane, Miss Minnie J.,
Macfarlane, Miss Gertrude M.,
McGeer, Miss Lucy Fitz-L.,
McIvor, Miss Henrietta,
McKay, Miss Minna G.,
McKenzie, Mrs. Edith E.,
McKinnon, Miss Mary,
McKinnon, Miss Kate M.,
McKinnon, Miss Mary M.,
McKinnon, Miss Gertrude,
MacLachlan, Miss Mary A.,
McLeod, Alexander,
McNair, Miss Laura,
McNair, Miss Muriel,
McNair, Miss Clara,
MacNutt, Miss Margaret McL.,
McPhail, Archibald A.,
McQueen, Miss Jessie,
McQueen, Miss Fanny A.,
Newland, Miss Catherine A.,
Newsom, Miss Annie M.,

SECOND CLASS CERTIFICATES.—*Concluded.*

Nisbet, Miss Elinor G.,	Smith, Miss Annie,
O'Dwyer, Miss Mabel A.,	Smith, Miss Katharine S.,
Offerhaus, Miss Marion M.,	Snider, Miss Bertha M.,
Ohlson, Miss Ellen C.,	Snider, Miss Emma S.,
Olding, Miss Elizabeth,	Snider, William S.,
Page, Philip H.,	Springer, Miss Ruby M.,
Park, Miss Ethel B.,	Stephens, Miss Margaret A.,
Parker, Miss Edith C.,	Stephens, Miss Laura E.,
Patterson, Miss Garda M.,	Stevenson, Miss Roberta E. L.,
Pedlar, George L.,	Stevenson, Miss Clarinda E.,
Periard, Miss Rhoda G.,	Stewart, Miss Ethel,
Philip, Miss Alice M.,	Street, Miss Emily C.,
Philip, Miss Muriel,	Sweet, Miss Violet E. M.,
Plaxton, Robert J.,	Sylvester, Miss Louise M.,
Pope, Miss M. A. Bernice,	Tanner, Miss Rebecca,
Pope, Stanley, D. H.,	Taylor, Miss Emily J.,
Preston, Miss Sara,	Taylor, Robert W.,
Pringle, Miss Ella K.,	Taylor, Mrs. Jennie,
Pullen, Henry F.,	Teague, Miss Julie A.,
Randall, Orville F.,	Templer, Franklin W.,
Randle, Miss Olive,	Terrior, Patrick,
Redfern, Miss Alice M.,	Thain, Mrs. Annie C.,
Redfern, Miss Kate E.,	Thom, Miss Elizabeth,
Reith, Miss Isabella,	Thomas, David J.,
Renwick, Miss Lilian R.,	Thomson, Miss Dorothea M. M.,
Robertson, Miss Jessie,	Thomson, Miss Isabel H.,
Robinson, Miss Grace,	Thornber, Charles L.,
Robinson, Miss Leonore E.,	Tibbatts, Miss Emilie,
Robinson, Miss Sarah V.,	Urquhart, Miss Ina M.,
Robson, Robert M.,	Van Sickle, Miss Mabel A.,
Ross, Miss Grace E.,	Walker, Miss Maud M. M.,
Rowan, Miss Jessie F.,	Walker, Miss Susan E.,
Scanlan, Miss Kate,	Wall, Miss Rosannah,
Sexsmith, Miss Frances L.,	Watson, John B.,
Shannon, Miss Mary J.,	Watson, Ralph R.,
Sharpe, Miss Rhoda,	Webb, Miss Daisy M.,
Sharples, Miss Elizabeth J.,	Weismiller, Miss Ethel M.,
Shaver, Morris E.,	Whelen, Miss Mary E. J.,
Shaw, Alexander,	Whiteley, Miss Margaret,
Shine, Mrs. Alice G.,	Wilson, Thomas A.,
Sinclair, Miss Madge P.,	Winter, Miss Myrtle H.,
Slater, John C.,	Wood, Miss Mabel V.,
Sloan, Miss Marjorie,	Woodman, Miss May,
Smith, Miss Nettie C.,	Woodward, Miss Mary C.,
Smith, Miss Mary,	Woollacott, Arthur P.,
Smith, Bruce S.,	Wright, John,
Smith, Miss Edith T.,	Wriglesworth, Miss Annie L.
Smith, Alexander,	

THIRD CLASS CERTIFICATES.

Akenhead, Miss Mary E.,	1903.	Boyd, Miss Kathleen,	1903.
Anderson, Miss Agnes N.,	"	Broe, Lawrence,	"
Archibald, Miss Helen T.,	"	Calvert, Franklin G.,	"
Atkinson, Miss Emily,	"	Carss, Miss Bella M.,	"
Atkinson, Miss Grace,	"	Carss, Miss Alice C.,	"
Bennett, Allan,	"	Cartwright, Miss Evah M.,	"
Black, Miss Annie N.,	"	Cowan, Miss Evangeline,	"

THIRD CLASS CERTIFICATES.—*Continued*

	1903.		1904.
Crawford, Miss Mary J.,		Conroy, Edward G.,	
Currie, Miss Mabel A.,	"	Cooke, Miss Alice K.,	"
Dickinson, Miss Bessie M.,	"	Eldridge, Miss Dorothy C.,	"
Donnan, Miss Emma C.,	"	Fisher, Miss Hollis,	"
Durham, Miss Mabel T.,	"	Frazer, Miss Bessie O.,	"
Elder, Miss Ethel B.,	"	Gabriel, Miss Winifred J.,	"
Eldridge, Miss Dorothy C.,	"	Haarer, Miss Helena,	"
Elliott, Miss Amy S.,	"	Harrington, Miss Clara,	"
Haslam, Miss Elizabeth E.,	"	Harrington, Miss Ellen,	"
Hill, Miss Nora J.,	"	Harris, Miss Sophie M.,	"
Leask, Miss Elizabeth M.,	"	Hartie, Miss Hattie M.,	"
Leighton, Miss Lillian E.,	"	Henderson, Miss Isabel,	"
Lister, John G.,	"	Hoadley, Wm. E.,	"
Lowell, Miss Margaret,	"	Hunden, Miss Annie,	"
Macken, Leon C.,	"	Keith, Miss Lillie T.,	"
Marsden, Miss Marion,	"	King, John,	"
Marshall, Miss Annie F.,	"	Kyle, Miss M. Miriam,	"
Martin, Alexander,	"	Lamont, Miss Marion,	"
Michael, Miss Katharine,	"	Laurence, Miss Flora C.,	"
Miller, Miss Mabel M.,	"	Miller, Miss Florence,	"
Mogee, Miss Jeannie D.,	"	Mitchell, Morley W.,	"
Moore, David M.,	"	Morrison, Miss Florence M.,	"
Moore, Miss Jane,	"	McArthur, Miss Margaret T.,	"
Morrison, Miss Florence B.,	"	McBeth, Benjamin A.,	"
McCrimmon, Frederick M.,	"	McCallum, Miss Lillie,	"
McKinnon, Miss Laura L.,	"	McClure, Miss F. Lillian,	"
MacNutt, Miss Margaret McL.,	"	McDougall, Miss Katharine E.,	"
Peele, Sidney B.,	"	McGeer, Miss Ninyas W.,	"
Pringle, Miss Nainie J.	"	McLeod, Miss Jennie M.	"
Ramsay, Miss Jessie V.,	"	McNiven, John J.,	"
Rear, Miss Mary E.,	"	McRae, Miss Jean M.,	"
Richards, Miss Jennie M.,	"	Nicol, Miss Mary E.,	"
Robinson, Miss Grace,	"	Parrott, Miss Lucy M.,	"
Robson, Miss Minnie E.,	"	Rae, Miss Eva M.,	"
Shaw, Miss Marion,	"	Reinhard, Miss Annie H.,	"
Smith, Miss Hilda K.,	"	Robson, Miss Minnie E.,	"
Smith, Miss Laura I.,	"	Rowan, Miss Bessie,	"
Spencer, Miss Evalena,	"	Shaw, Miss Marguerite,	"
Stephen, Alexander M.,	"	Skaling, Miss Jeannette E.,	"
Stuart, Miss Celina E.,	"	Smith, Francis W.,	"
Van Allan, Miss Olive P.,	"	Smith, Miss Helena B.,	"
Wellwood, Wilmot B.,	"	Smith, Miss Ione,	"
Whillans, Miss Mary L.,	"	Stephens, Miss Mary E.,	"
White, Miss Florence M.,	"	Stewart, Norman C.,	"
Anderson, Miss Agnes N.,	1904.	Thomas, Miss Gwendolyn A.,	"
Atkinson, Miss Grace,	"	Thomson, Miss Mildred,	"
Barber, Miss Orphenia,	"	Trage, Miss Bertha,	"
Best, Miss Frances M.,	"	Trethewey, Miss Lily R. McN.,	"
Boyd, Miss Agnes M. E.,	"	Wall, Miss Lillian,	"
Boyd, Miss Kathleen,	"	Walls, Miss Emma N.,	"
Braden, Robert A., Jr.,	"	Wood, F. Gordon Campbell,	"
Braden, Miss Clara E.,	"	Wright, Miss Leila S.,	"
Brethour, Miss Rita E.,	"	Anderson, John G.,	1905.
Cartwright, Miss Lena,	"	Andrew, Miss Amy K.,	"
Christensen, Carl B.,	"	Best, Miss Esther M.,	"
Church, Alfred F. B., B. A.,	"	Buchanan, Miss Bessie,	"
Clapp, Miss Maud,	"	Calbick, Miss Letitia,	"
Collishaw, Miss Ethel,	"	Cochrane, Donald,	"

THIRD CLASS CERTIFICATES.—*Concluded.*

Colbeck, Miss Alice D.,	1905.	Muir, Miss Louise M. McD.,	1905.
Cook, Miss Annie B.,	"	Munro, Miss Isabel M.,	"
Corder, Miss Florence V.,	"	McEwen, Herbert B.,	"
Cummins, Miss Lily A.,	"	Nicholson, Miss Alice M.,	"
Currie, Miss Margaret,	"	Nicholson, Miss Jessie R.,	"
Dodds, Archibald J. W.,	"	Nordstrom, George,	"
Goodeve, Miss Myra M.,	"	Plaxton, William,	"
Grant, Miss Fannie I.,	"	Reed, Miss Ethel M.,	"
Harlow, Mrs. Lucy B.,	"	Robertson, Miss Annabella,	"
Henderson, Miss Violet E.,	"	Russell, Miss Marian,	"
Hicks, Miss Salome M.,	"	Saunders, Montague B.,	"
Hodder, Horatio,	"	Schon, Miss Violet,	"
Hoops, Miss Eileen C.,	"	Sorby, Henley E.,	"
Howe, Miss Ida G.,	"	Sorby, Miss Norah,	"
Johnson, Miss Florence B.,	"	Stevens, Miss Lena,	"
Johnson, Miss Margaret,	"	Strang, Miss Marguerite,	"
Kennedy, Miss Emily,	"	Tait, Ernest L.,	"
Mangan, Miss Jane,	"	Taylor, Miss Mabel,	"
Manzer, Robert H.,	"	Thompson, Miss Jennie,	"
Mills, Frederick R.,	"		

THIRD CLASS CERTIFICATES, RENEWED FOR ONE YEAR, UNDER SECTION 71,
"SCHOOL ACT."

Bell, Miss Etta L.,	1905.	Lovell, Miss Elizabeth S.,	1905.
Booth, Miss Annie,	"	Marsden, Miss Sarah,	"
Bowell, Miss Bertha J.,	"	Mellard, Miss Carrie E.,	"
Bradley, Miss Emily,	"	Moore, Miss Bibianne,	"
Brethour, Miss Margaret M.,	"	Muir, Miss Maude,	"
Brethour, Miss Helen,	"	McDonald, Miss Christina J.,	"
Brown, Miss Elizabeth E.,	"	MacKenzie, Mrs. Lena B.,	"
Buttimer, Miss Annie L.,	"	MacKenzie, John K.,	"
Cameron, Miss Bertha I.,	"	McMartin, Miss Jane,	"
Carson, Miss Ellen M.,	"	McQuarrie, Miss Jessie K.,	"
Carter, Miss Louise J.,	"	Nicholles, Miss Florence U.,	"
Case, Henry O.,	"	Northen, Miss Harriet A.,	"
Cathcart, Miss Annie,	"	Ogilvie, Ernest W.,	"
Cleveland, Miss Jane M.,	"	Plaxton, Miss Elsie D.,	"
Crawford, Miss Dora,	"	Pringle, Miss Lena S.,	"
Creech, Miss Mary M.,	"	Ramsay, Miss Mary G.,	"
Eastman, Miss Bessie G.,	"	Ramsay, Miss Margaret,	"
Ford, Miss Mabel R.,	"	Rath, Miss Annie,	"
Frame, Miss Margaret M.,	"	Read, Miss Ellen R.,	"
Gibson, Miss Frances,	"	Reid, Malcolm R. J.,	"
Gibson, Miss Grace E.,	"	Robertson, Miss Ethel St. J.,	"
Gibson, Miss Margaret,	"	Robertson, Miss Margaret M.,	"
Godson, Miss Grace A.,	"	Rolston, William G. M.,	"
Griffiths, Miss Ada W.,	"	Sharpe, Miss Phoebe O.,	"
Haarer, Miss Isabel K.,	"	Shrapnel, Miss Elsie S.,	"
Hall, Miss Carrie,	"	Starret, Mrs. Clara P.,	"
Hammond, David,	"	Sullivan, Miss Margaret M.,	"
Hardie, Miss Violet,	"	Sutherland, James,	"
Hilbert, Miss Rose A.,	"	Thomson, James W.,	"
Holmes, Miss Mary H.,	"	Toop, Miss Ida M.,	"
Howell, Miss Ada M.,	"	Ure, Miss Irene E.,	"
Knapp, Thomas E.,	"	Vannetta, Miss Annie E.,	"
Laurence, Miss May,	"	Williams, Miss Hattie B.,	"
Leighton, Miss Annie L.,	"	Woodman, Miss Annie M.,	"
Lister, Miss Ellen,	"		

TEMPORARY CERTIFICATE FOR SIX MONTHS (TO DECEMBER 31ST, 1905).

Bate, Miss Evelyn B.	1905.	McArdle, Miss Katharine B.,	1905.
Brunton, Miss Lulu J.,	"	McLennan, Mrs. Ada J.,	"
Cooper, Evelyn F. A.,	"	Macrae, Miss Annie S.,	"
Davidson, Gordon C.,	"	McVicar, Miss Margaret M.,	"
Few, Miss May,	"	Roe, Samuel R.,	"
Haney, Miss Annie B.,	"	Ross, Roderick,	"
Harrison, Miss Edna,	"	Smith, J. Ernest,	"
Horton, Miss Marion,	"	Van Alstine, Austin,	"
Lovell, Miss Margaret H.,	"	Walton, Miss Frances,	"
Miller, Miss Mabel M.,	"		

SECOND CLASS, GRADE A.

Pedlar, George L.,	1901.	McCain, Miss Minnie C.,	1901.
Burpee, Miss Ethel L.,	"	Taylor, Miss Margaret,	"
Robson, John C.,	"	Hall, George W.,	"
Blackwell, Miss Laura A.,	"	McCully, Miss Edith S.,	"
McIntyre, Miss Tena,	"	Clark, Miss Elizabeth A.,	"
Sinclair, Miss Madge P.,	"	Stephens, Miss Laura E.,	"
Mooney, Miss Winnifred,	"	Woodward, Miss Mary C.,	"
Peacey, Miss Kate,	"	Abercrombie, Miss Margaret,	"
Elley, Wilbert,	"	Whyte, Miss Fannie F.,	"
Cairnes, John A.,	"	Martin, John,	"
Killins, Miss Sarah J.,	"	Strachan, Miss Fannie M.,	"

TEMPORARY CERTIFICATES GRANTED ON THE APPLICATION OF BOARDS OF TRUSTEES, OR ON
ACCOUNT OF INABILITY TO ATTEND TEACHERS' EXAMINATION.

Allen, Bernard R., Mission.	Henderson, William F., Poplar.
Ashworth, Miss Ethel J., Penticton.	Hunt, Miss Ida V., Spallumcheen.
Barnacle, J. C., Victoria.	Kline, Miss Lydia, Berlin.
Beech, Stuart E., Steveston.	Laird, Miss Edna J., Vancouver.
Blakemore, Miss Clarisse, Nelson.	Mangan, Miss Jennie, Wardner.
Brady, Miss Marietta, Duhamel.	Mayer, Herbert E., Gill.
Cheney, Nelson A., Berlin.	McClelland, William C., Elko.
Devereux, William E., Beaton.	McEwen, Miss Agnes E., Similkameen.
Dixon, Frederick B., Ladner.	Nicholson, Miss Alice M., Michel.
Donnan, Miss Ida E., Deadwood.	Phair, Herbert L., Pachelqua.
Futcher, Miss Alice L., Retreat Cove.	Saunders, Montague B., Essington.
Gibson, Miss Susan, Morrissey.	Scriven, Albert H., Greenwood.
Gunn, Sidney, Vancouver.	Sorby, Miss Nora, Notch Hill.

LIST OF PROVINCIAL NORMAL SCHOOL GRADUATES.

Abercrombie, Miss Lena,	Banton, Miss Florence W.,
Abercrombie, Miss Margaret,	Barron, Miss Isabel M. F.,
Allan, Miss Helen C.,	Barron, Thomas J., B.A.,
Allison, Miss Dorothy,	Barton, Frederick W.,
Anderson, Miss Agnes N.,	Bates, John A.,
Anderson, Daniel J.,	Beattie, Miss Florence,
Anderson, Miss Mary H.,	Beattie, Miss Mabel V.,
Anderson, Miss Sarah J.,	Becker, Miss Pearl C.,
Anderson, Miss Maria,	Bell, Miss Ettie L.,
Ankers, Miss Gertrude D.,	Bell, Miss Elizabeth McC.,
Anstie, Miss Jennie K.,	Bertiaux, Mrs. K.,
Archibald, Miss Margaretta B.,	Best, Miss Frances M.,
Armstrong, Miss Harriet L.,	Bethune, Miss Katharine,
Bajus, Miss Kathleen L.,	Black, Miss Colina,

LIST OF PROVINCIAL NORMAL SCHOOL GRADUATES.—*Continued.*

Black, Miss Emma G.,	Coghlan, Miss Roberta S.,
Blair, J. Alfred,	Colbeck, Miss Nora R.,
Blake, Miss Mary J.,	Colbeck, Miss Alice D.,
Bond, Miss Phœbe J.,	Copeland, Miss Gertrude M.,
Booth, Miss Annie,	Copeland, Miss Lydia B.,
Bowell, Miss Bertha J.,	Couves, Miss Blanche C.,
Bowell, William A.,	Cox, Miss Laura I.,
Bowman, Miss Clytie L.,	Crake, Miss Ethel M.,
Bowman, Miss May A.,	Crandell, Oscar A.,
Bradley, Miss Emily,	Crawford, Miss Dora,
Bradley, Miss Eleanor,	Creech, Miss Mary M.,
Brandon, Thomas B.,	Creech, Miss Winifred J. E.,
Brethour, Miss Gertrude L.,	Cripps, Miss Clara,
Brethour, Miss Helen,	Crowder, Joseph T.,
Brethour, Miss Margaret M.,	Currie, Miss Annie,
Broe, Lawrence,	Currie, Miss Flora M.,
Brown, Miss Elizabeth E.,	Curtis, Miss Julia F.
Brown, Miss Ella J.,	Dalby, Miss Edith M.,
Brown, Miss Harriet W.,	Davey, Miss Mabel,
Brown, Miss Margaret,	Davidson, Miss Gwladys,
Browne, Miss Ethel L.,	Davis, Miss Daisy L. M.,
Buller, Miss Marion G.,	Dent, Miss Frances I.,
Burnett, Miss Elsa K.,	Dick, Miss Fanny T.,
Burns, Miss Margaret M.,	Dingwall, Miss Mary O.,
Burpee, Miss Ethel L.,	Dingwall, Miss Robina A.,
Burpee, Miss Leila A.,	Dixon, Miss Leah V. L.,
Burris, Miss Grace D., B.A.,	Dobeson, Miss Mary G.,
Butler, Miss Dora A. V.,	Dodd, Miss Margaret K.,
Butler, Miss Gladys A. K.,	Donaldson, Miss Nellie T.,
Cairns, Miss Laura,	Donovan, Miss Alice G., B.A.,
Cairns, Miss Mabel,	Draper, Miss Hester,
Caldwell, Miss Daisy C., B.A.,	Draper, Miss Katharine,
Cameron, Miss Bertha I.,	Duncan, Miss Rose,
Camp, Miss Marion E.,	Duncan, Miss May G.,
Campbell, Miss Jessie L.,	Dunn, Miss Isabel,
Campbell, Miss Mary I.,	Dyker, Miss Jean,
Campbell, Walter H.,	Eastman, Miss Bessie G.,
Canfield, Francis O.,	Easton, Miss Annie,
Carson, Miss Eliza,	Eckardt, Alfred E.,
Carson, Miss Ellen M.,	Edgar, Miss Annie A.,
Carson, Robert H.,	Eldridge, Miss Dorothy C.,
Carter, Miss Ethel J.,	Elley, Wilbert M.,
Carter, Miss Hilda M.,	Elliott, Miss Margaret,
Carter, Miss Louisa J.,	Elliott, Miss Alice E.,
Cathcart, Miss Annie,	Elmsly, Miss Florence N.,
Cattell, Miss Dorothy,	Evans, Miss Frances,
Chapman, Miss Caroline M.,	Fernie, Miss Edith S.,
Chapman, Miss Catherine,	Field, Miss Maude L.,
Charman, Miss Janet,	Findlay, Miss Mary E.,
Christie, Miss Caroline C.,	Fisher, Hollis,
Churchill, Miss Bessie,	Fisher, Miss Jessie E. R.,
Clark, Edgar F.,	Fletcher, Miss Elizabeth,
Clark, Miss Elizabeth A.,	Ford, Miss Mabel R.,
Clark, Miss May McG.,	Forrest, Miss Annie T.,
Clarke, Miss Mabel R.,	Fougner, Iver,
Clement, William J.,	Foy, Ellsworth,
Coburn, Miss Lila M.,	Frame, Miss Janet H.,

LIST OF PROVINCIAL NORMAL SCHOOL GRADUATES.—*Continued.*

Frame, Miss Margaret M.,	Keith, Miss Lily T.,
Frank, Miss Mary C.,	Kingston, Miss Emilie G.,
Fraser, Donald A.,	Knapp, William, B. A.,
Fraser, Miss Katharine N.,	Knight, Miss Margaret D.,
Fraser, Miss Margaret A.,	Laidley, Miss Lila K.,
Fraser, Miss Mary I.,	Langley, Miss Celia G.,
Frederickson, Miss Gertrude M.,	Lauder, Miss Edith M.,
Frith, Miss Lilian E.,	Laughlin, Hugh A.,
George, Miss Elizabeth L.,	Laursen, Miss Lili J. U.,
George, Miss Ruth,	Lawrence, Miss Edith M.,
Gibson, Miss Grace E.,	Lawrence, Miss May,
Gibson, Miss Margaret,	Lawson, Miss Winnifred,
Gillies, Miss Isabella A.,	Leamy, Miss Lila A.,
Glover, Miss Gertrude M.,	Lee, Miss Eleanor A. T.,
Glover, Miss Rose E.,	Leask, Miss Isabel M.,
Godson, Miss Mabel,	Leek, Miss Edith L.,
Gott, Miss Annie M.,	Lettice, Miss Edith M. N.,
Graham, Alexander,	Lettice, Miss Katharine M.,
Granger, Miss Constance G.,	Lewis, Miss Alice M.,
Grant, Miss May B.,	Lewis, Miss Edith,
Gray, Miss Alice E.,	Lewis, Miss Margaret A.,
Green, Miss Constance H.,	Lindseth, Miss Clara E.,
Griffiths, Miss Ada W.,	Loat, Miss Cora H.,
Haarer, Miss Isabel,	Loat, Miss Eleanor C.,
Hall, Miss Carrie,	Loat, Miss Beatrice K.,
Hamilton, Miss Evelyn R. S.,	Lord, Miss Clara E.,
Hamilton, Miss Myrtle P.,	Lord, Miss Mabel A.,
Hammond, David,	Lovell, Miss Elizabeth S.,
Hardie, Miss Cecil,	Machin, Miss Adelaide,
Hardie, Miss Violet,	Mallory, Miss Edith M.,
Harding, Miss Elizabeth,	Manson, Miss Catherine J.,
Harding, Mrs. J. M. H.,	Marchant, Harold B.,
Harris, Miss Winnifred L.,	Marsden, Miss Sarah,
Hart, Miss Margaret F.,	Marshall, Miss Ila M.,
Hastings, Miss Marion L.,	Marshall, Miss Annie F.,
Henderson, Miss Eleanor M.,	Marshall, Miss H. Grace,
Hilbert, Miss Rose,	Marshall, Miss Laura E.,
Hindle, Miss Lucy E.,	Marshall, Miss Sarah,
Hiscocks, Miss Sophie F.,	Martin, Miss Charlotte M.,
Hobbs, Miss Eveleen B.,	Martin, Alexander,
Hoffard, Miss Ella I.,	Martin, John,
Holmes, Miss Mary H.,	Mellard, Miss Carrie E.,
Holt, Miss Mabel,	Mennell, Arthur,
Howell, Miss Ada M.,	Miller, Thomas,
Huggard, Everard,	Miller, Miss Eva I.,
Hunt, Miss Ida V.,	Milligan, Miss Charlotte,
Hutchison, Mrs. Bridget,	Milligan, Miss Eliza,
Inglis, Miss Jessie,	Milligan, Miss Mary,
Irvine, Miss Ada E.,	Milligan, Miss Rose A.,
Jackson, Miss Dorothy I.,	Milne, Miss Helen B.,
Jesse, Miss Edith M.,	Mills, Miss Sarah A.,
Johnson, Miss Elizabeth,	Moffatt, Miss Maude L.,
Johnson, Miss Kristruna,	Moffatt, Miss Helen G.,
Johnson, Miss Margaret A.,	Mogee, Miss Jeannie D.,
Johnson, Miss Jonina S.,	Mooney, Miss Winnifred,
Johnston, D. B., B. A.,	Moore, Miss Bibianne,
Jones, Miss Lizzie C.,	Moore, Miss Eveline,

LIST OF PROVINCIAL NORMAL SCHOOL GRADUATES.—*Continued.*

Moore, Miss Jane,	Periard, Miss Rhoda G.,
Morrison, Norman,	Phalen, Michael A., B.A.,
Morrison, Miss Florence M.,	Philip, Miss Alice M.,
Morrison, James, M.A.,	Philip, Miss Muriel,
Mouat, Miss Margaret J.,	Plaxton, Miss Elsie D.,
Mowat, Miss Lilian M.,	Pope, Miss A. M. Bernice,
Muir, Miss L. Maude,	Pope, S. D. Harold,
Munro, Miss Isabel M.,	Pottinger, Miss Kate I.,
Murgatroyd, Miss Wilhelmina,	Pringle, Miss Lena S.,
Murgatroyd, Miss Annie L.,	Pringle, Miss Ella K.,
Murray, Miss Caroline E.,	Pringle, Miss Nainie J.,
Murray, Miss Marie J.,	Ramsay, Miss Margaret,
Musgrove, Miss Pearl C.,	Ramsay, Miss Mary G.,
McAlpine, Miss Sara,	Randall, Orville F.,
McBride, Miss Ethel M.,	Randle, Miss Olive,
McBride, Miss Mary D.,	Randle, Miss Florence M.,
McCallum, Miss Ada E.,	Rath, Miss Annie,
McCannel, Miss Norma E.,	Read, Miss Ellen R.,
McCrimmon, Miss Kate F.,	Redfern, Miss Alice M.,
McCutcheon, John F.,	Redfern, Miss Kate E.,
McDonald, Miss Edna C.,	Reid, Malcolm R. J.,
McDonald, Miss Chrissie J.,	Reith, Miss Isabella,
McDougald, Miss Katharine E.,	Renwick, Miss Lilian R.,
McDowell, Miss Maggie E.,	Richards, Miss Jennie M.,
McEwen, Cecil,	Robertson, Miss Jessie A.,
Macfarlane, Miss Gertrude M.,	Robertson, Miss Ethel St. J.,
McGeer, Miss Lucy Fitz-L.,	Robertson, Miss Margaret M.,
McGreer, Miss Ninyas W.,	Robinson, Miss Leonore E.,
McIvor, Miss Henrietta,	Robinson, Miss Sarah V.,
McKinnon, Miss Gertrude,	Robinson, Miss Grace,
McKinnon, Miss Mary M.,	Rolston, William G. M.,
McKinnon, Miss Mary,	Ross, Miss Grace E.,
MacLachlan, Miss Etta,	Rowan, Miss Jessie F.,
MacLachlan, Miss Mary A.,	Sexsmith, Miss Frances L.,
McLeod, Alexander,	Sexsmith, Miss Myrtle,
McMartin, Miss Jane,	Shannon, Miss Mary J.,
McNair, Miss Laura,	Sharp, Miss Phœbe O.,
McNair, Miss Clara,	Sharpe, Miss Rhoda,
McNair, Miss Muriel,	Sharples, Miss Elizabeth J.,
MacNutt, Miss Margaret L.,	Shaver, Morris E.,
MacQuarrie, Miss Jessie K.,	Shine, Mrs. Alice G.,
McQueen, Miss Fanny A.,	Shrapnel, Miss Elsie S.,
Newland, Miss Catherine A.,	Simpson, Miss Laura E.,
Newsom, Miss Annie M.,	Smith, Miss Nettie C.,
Nicholles, Miss Florence U.,	Smith, Miss Hilda K.,
Northen, Miss Harriet A.,	Smith, Miss Katharine C.,
O'Dwyer, Miss Mabel A.,	Smith, Alexander,
Offerhaus, Miss Marion M.,	Smith, Miss Annie,
Ogilvie, Ernest W.,	Smith, Miss Edith T.,
Ohlson, Miss Ellen C.,	Snider, Miss Bertha M.,
Palmer, Miss Mamie L.,	Snider, William S.,
Park, Miss Ethel B.,	Snider, Miss Emma S.,
Parker, Miss Ethel C.,	Snowden, Miss Laura J.,
Patterson, Miss Garda M.,	Spencer, Miss Evalena,
Paul, Miss Margaret A.,	Spragge, Leonard T.,
Peck, Miss Helen R.,	Springer, Miss Ruby M.,
Pedlar, George L.,	Starret, Mrs. Clara P.,

LIST OF PROVINCIAL NORMAL SCHOOL GRADUATES.—*Concluded.*

Stephens, Miss Laura E.,
Stephens, Miss Margaret A.,
Stevenson, Miss Roberta E. L.,
Stevenson, Miss Clarinda E.,
Stewart, Miss Ethel,
Strachan, Miss Fannie M.,
Street, Miss Emily C.,
Stuart, James, B.A.,
Sullivan, Miss Margareta M.,
Sweet, Miss Violet E. M.,
Sylvester, Miss Louise M.,
Tanner, Miss Rebecca,
Tarbell, Miss Ellen G.,
Taylor, Miss Emily J.,
Taylor, Robert W.,
Teague, Miss Julie A.,
Templer, Franklin W.,
Terrior, Patrick,
Thomas, David J.,
Thomas, Miss Gwendolyn A.,
Thomson, Miss Dorothea M. M.,
Thomson, Miss Isabel H.,
Thornber, Charles H.,
Toop, Miss Ida M.,
Tretheway, Miss Lila R.,
Tuck, Miss Isla,
Ure, Miss Irene E.,
Urquhart, Miss Ina M.,

Vannetta, Miss Annie E.,
Van Sickle, Miss Mabel R.,
Vroom, Claude, B.A.,
Wade, Miss Margaret L.,
Walker, Miss Jean A.,
Walker, Miss Maud M. R.,
Wall, Miss Lillian,
Wall, Miss Rosannah,
Walls, Miss Emma N.,
Wardle, Miss Ethel G.,
Watson, Ralph R.,
Watson, John B.,
Watson, Miss Margaret M., B.A.,
Webb, Miss Daisy M.,
Weismiller, Miss Ethel M.,
Whelen, Miss Mary E. J.,
Whitehead, Miss Ethel,
Whitely, Miss Margaret,
Whyte, Miss Fanny F.,
Williams, Miss Gertrude C.,
Williams, Miss Harriet,
Wood, Miss Mabel V.,
Woodman, Miss Annie M.,
Woodman, Miss May,
Woodward, Miss Cora L.,
Woodward, Miss Mary C.,
Woollacott, Arthur P.,
Wriglesworth, Miss Annie L.

LIST OF SUCCESSFUL CANDIDATES FOR HIGH SCHOOL CERTIFICATES.

July Examinations, 1903.—Junior Grade.

CHILLIWACK CENTRE.

Calbick, Mildred C.,
Calbick, Edna P.,
Robertson, Thomas,

Stade, Clarence W.,
Street, Marion A.

CUMBERLAND CENTRE.

Abrams, Edith I.,
Collis, Elsie D.,
Dowdall, Ethel N.,
Grant, James F.,

McKenzie, Vina,
Nixon, Harpur C.
Short, Ruby E.,
Smith, Charles O.

GRAND FORKS CENTRE.

Langford, Isaac B.,

Stuart, Jessie A.,

Stuart, Winifred C.

KAMLOOPS CENTRE.

Irwin, Henry S.

NANAIMO CENTRE.

Bray, William E.,
Brown, Nellie,
Bulman, Fanny E.,
Hardy, Netta H.,
Manifold, Edith,
Mercer, Jessie,
Manson, Ernest L.,
Neave, John O.,

Rath, Lilly G. E.,
Rogers, Thomasine,
Shaw, Herbert C. A.,
Shaw, Lesley I.,
Smith, Ralph G.,
Thomas, E. Olive,
Webb, Annie M.

NELSON CENTRE.

Annable, Pauline,
Bard, Raymond M.,
Brown, Geraldine,
Brown, William,
Clark, Jean F.,
Davies, Alfred H.,

Davies, Mary C.,
Harris, Roy,
McVicar, Lottie,
Middleton, Alberta,
Park, Nellie J.,
Weir, Kenneth McD.

NEW WESTMINSTER CENTRE.

Atkin, Frances R. H.,
Budge, Mabel J.,
Carter, Minnie O.,
Crowe, Clarence B.,
Forrester, Jeanie D.,
Gilchrist, Stanley R.,
Gordon, James,

Laidlaw, Elizabeth J.,
Manzer, Robert H.,
Murphy, Donald E.,
Sangster, Henry W.,
Weaver, Joseph,
Wilkie, Annie L.,
Wilkie, Elizabeth G.

ROSSLAND CENTRE.

Buchanan, John,

Cooper, Alice.

VANCOUVER CENTRE.

Anderson, Eva,
Aske, Alice V. McL.,
Bajus, Helen,

Barker, Hester A.,
Boake, Ruby E.,
Boyes, David A.,

VANCOUVER CENTRE.—*Concluded.*

Brooking, Mabel M.,
 Brophy, Frances M.,
 Campbell, Helma A.,
 Campbell, Norma,
 Chew, Edna E.,
 Clark, Mildred,
 Clark, Lewis E.,
 Daniels, Violet B.,
 Frith, Dorothy V.,
 Goldsmith, Anna F. K.,
 Horie, Roy,
 Hunt, William L.,
 Kenan, Laura M. E.,
 Kyle, Hazel R.,
 Lawson, Gertrude,
 Letvinoff, Lena,
 Lister, Hugh N.,
 Manning, Zemes V.,
 Martin, Alice,
 Menzies, Frank,
 Morrison, Olive C.,
 Munro, Nicholas D.,
 Murray, James D. P.,
 McDonald, Christina M.,
 McKeen, Frances,
 McKeen, Mabel H.,
 McLellan, Robert B.,
 McLeod, Hazel E.,

McMillan, William P.
 McNeely, Kathleen M.,
 Nymen, Annie E.,
 Paterson, Margaret,
 Raleigh, Nellie,
 Rath, May C.,
 Rousseau, Harry J.,
 Scott, Margaret M.
 Shaw, Helen H.,
 Shaw, Irene,
 Skaling, Arthur C.,
 Smith, Hazel M.,
 Sorby, Henley E.,
 Sparling, Ellen M.,
 Stewart, Carroll A.,
 Stone, Frances M.,
 Stone, Mabel W.,
 Teetzel, Joseph C.,
 Thomas, Owen J.,
 Thomson, Agnes M.,
 Tunstall, Dorothy,
 Wall, James T.,
 Watson, Kathleen E.,
 Whitehead, Muriel,
 Whitely, Addie,
 Underhill, Frederick C.,
 Yeomans, Josephine B.

VERNON CENTRE.

Becker, Jay C.,

McMillan, John L.

VICTORIA CENTRE.

Bannerman, Percy W.,
 Beckwith, Harold A.,
 Belyea, Marie L.,
 Billingsley, Millie,
 Blankenbach, Marian E.,
 Cameron, Elizabeth,
 Carne, Fred.,
 Coates, Bessie M.,
 Crozier, Arthur I.,
 Dinsdale, Alfred E.,
 Driver, Margaret I.,
 Eberts, Harold F. H.,
 Etheridge, Effie L.,
 Ewin, Frederica,
 Freeman, Jennie,
 Gawley, Ethel M.,
 Gowen, Albert N.,
 Grant, Olive E.,
 Green, Cecilia R.,
 Hanna, Marion W.,
 Harris, Lena C.,

Huggett, Alfred P.,
 Hutchison, Henrietta B.,
 Irving, George C.,
 King, Alfred N.,
 Lambert, Alice M.,
 Morgan, Henry,
 McInnes, Angus,
 McIntyre, William H.,
 McKenzie, Martha M. M.,
 Rannels, William M.,
 Rogers, Harrison W.,
 Russell, Annie C.,
 Selman, Gordon S.,
 Sommerville, Margaret S.,
 Spragge, Ernest D.,
 Stevens, Lena,
 White, Cleve,
 Whyte, Robert S. R.,
 Wilby, William J.,
 Williams, Constance,
 Williams, Florence P.

Intermediate Grade.

CHILLIWACK CENTRE.

Calvert, Franklin, W.

CUMBERLAND CENTRE.

Carwithen, Margaret B.,
Harrison, William H.,
McArdle, Katharine B.,Short, Ethelyn, M.,
Smith, Francis W.

NANAIMO CENTRE.

Beveridge, Hosannah,
Chadwick, Clara,
Crossan, Mary A.,
Frame, May,
Grant, May B.,Hodgson, Ethel,
Jones, Mary L.,
Johnston, Katharine W.,
Lawrence, Florence C.,
Thomas, David J.

NELSON CENTRE.

Allison, Grace,
Austad, Olaf,
Cartwright, Ada M.,Cartwright, Evah M.,
McVicar, Margaret M.

REVELSTOKE CENTRE.

Atkinson, Emily,

Grant, Maude H.

VANCOUVER CENTRE.

Frederickson, Gertrude M.,
Moore, David M.,

Wall, Rosannah.

Senior Grade.

NANAIMO CENTRE.

Fisher, Howard J.

NELSON CENTRE.

Fawcett, Annie M.,

Wallace, Roy E.

VANCOUVER CENTRE.

McEwen, Agnes E.

APPENDIX B.

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MEDALLISTS FOR 1905.

The medals presented by His Excellency the Governor-General were awarded on result of written examinations held by this Department, as follows:—

1. Howard J. Fisher, Silver Medal, presented for competition in the Nanaimo High School.
2. James Morey Wardle, Silver Medal, presented for competition in the New Westminster High School.
3. Miss Olive May McWhinney, Silver Medal, presented for competition in the Vancouver High School.
4. Miss Kathleen Cockrell, Silver Medal, presented for competition in the Victoria High School.
5. Miss Margaret E. Hardy, Bronze Medal, presented for competition in the Graded Schools of Nanaimo City.
6. Miss Hazel I. Kenny, Girl's School, Bronze Medal, presented for competition among the Graded Schools of New Westminster City.
7. Gordon Lindsay, Strathcona School, Bronze Medal, presented for competition among the Graded Schools of Vancouver City.
8. Miss Jean Robinson, Girls' School, Bronze Medal, presented for competition among the Graded Schools of Victoria City.

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LIST OF SUCCESSFUL CANDIDATES FOR ENTRANCE TO A HIGH SCHOOL.

Christmas Examinations, 1904.

CHILLIWACK SCHOOL.

Short, Amelia.

CUMBERLAND SCHOOL.

Cameron, John,
Frame, Jessie,
Grieve, William L.,

Hall, Laura L.,
Staples, Dorothy.

GRAND FORKS SCHOOL.

Curran, Ethel,
Curran, Edna,
Graham, James P.,
Hay, William,
Manuel, Leslie A.,

Smith, Chester A.,
Smith, Claude,
Spinks, Margaret,
Traunwieser, George.

KAMLOOPS SCHOOL.

Shaw, William F.

NANAIMO CENTRAL SCHOOL.

Mills, Annes V.,
Morgan, Frank C.,

McKinnon, Joseph,
Woodman, Lizzie.

NEW WESTMINSTER BOYS' SCHOOL.

Burnett, Geoffrey K.,	Hawkins, Ernest W.,
Corbett, Garnet S.,	Kenny, Nelson C.,
Fletcher, Harold L.,	Odin, John J.

NEW WESTMINSTER GIRLS' SCHOOL.

Bilodeau, Sophie C.,	Turnbull, Evelyn W.,
Gifford, Julia S.,	Wilson, Margaret McD.,
Minthorne, Fern A.,	Wilson, Olive A.

NEW WESTMINSTER, SAPPERTON SCHOOL.

House, William T.,	Stott, Dennis.
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REVELSTOKE SCHOOL.

McRury, Winnie.

ROSSLAND, CENTRAL SCHOOL.

Buchanan, Christina,	Goodeve, Margaret S.,
Chisholm, Margaret,	Graham, Harold,
Fox, Alice,	Nicholson, Florence M.,
Gaunt, Emily,	Tippett, Harry.
Goninan, William,	

VANCOUVER, CENTRAL SCHOOL.

Albert, Bessie,	Ross, Lillian A.,
Fierheller, Ivy A.,	Smith, Mary C.,
Fraser, Irene M.,	Sulley, Myrtle V.,
Hosang, Myrtle,	White, Mary A.,
MacLean, Ewen W.,	Woods, Henry G. J.,
Mowat, Edna M.,	Woods, Mervin L.

VANCOUVER, DAWSON SCHOOL.

Amess, Stanley C.,	McPhail, Margaret,
Anstie, Elizabeth,	McPhail, Murray,
Baker, Richard P.,	Nickson, Mattie B.,
Damer, Warnett E.,	Paddon, William H.,
Davison, Frank C.,	Paddon, Amy W.,
Fleming, William R.,	Preston, Elizabeth,
Frith, Robert,	Snee, Bernard,
Leeson, Lavell,	Thicke, Harold H.,
Malcolm, Florence F.,	Wall, Eunice,
Marsden, Dorothy,	Wall, Francis H.,
Millard, Annie K.,	Wilson, Cedric.

VANCOUVER, FAIRVIEW SCHOOL.

Betts, Harold,	Perkins, Lindsay W.,
Mude, Mona,	Wainwright, Victor C.

VANCOUVER, MOUNT PLEASANT SCHOOL.

Annis, Nellie,	Palmer, Lillian,
Herbert, Belle,	Pearson, Ethel,
Letvinoff, Paul,	Sykes, Sydney.

VANCOUVER, ROBERTS SCHOOL.

Bowell, Mackenzie,	Drysdale, Janet,
Calvert, Winifred,	Harlowe, Robert,
DesBrisay, Eileen,	Newman, Etta,
Drysdale, Rudolf,	Rudolf, Claire.

VANCOUVER, STRATHCONA SCHOOL.

Burnett, Bertha L.,	McKay, Beatrice C.,
Duclos, Frederick O.,	McPhalen, Ellen M.,
Hange, Edna H.,	Odlum, Ernest A.,
Keepings, Katie M.,	O'Dwyer, Addie E.,
Lindsay, Gordon,	Pallin, Henry G.,
Maxwell, Robert,	Rowley, Arthur,
Miller, John F.,	Uchida, Hattie,
McGirr, Alma G.,	Wilks, Howard.
McGuigan, Frances M.,	

VERNON SCHOOL.

Latimer, Gerald B.,	Pound, Ida M.
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VICTORIA, BOYS' SCHOOL.

Chambers, Howard W.,	Mackintosh, Charles,
Green, Robert H.,	McKitrick, W. Roy,
Hodnett, Delmar,	Nesbitt, Lancelot,
Langley, Stanley P.,	Richards, Burt C.,
Locke, James,	Rogers, Clyde H. A.
Mallery, Arthur G.,	

VICTORIA, GIRLS' SCHOOL.

Alexander, Weltha,	Neil, Eva J.,
Bolton, Isabel,	Robinson, Jean,
Clayton, Charlotte,	Royds, Gladys M.,
Heather, Emily,	Tubman, Ruby C.,
Holmes, Evelyn,	Thompson, Eva M.,
John, Edith A.,	Williams, Mary I.
Macdowall, Eleanor,	

VICTORIA, NORTH WARD SCHOOL.

Auld, Victor W.,	Duncan, Jennie M.,
Beckwith, Louis,	Hewlings, Gladys E.,
Blackwood, Susette,	Levy, Victor A.,
Blackett, Walter E.,	Rudd, Annie M.
Croot, Florence M.,	

VICTORIA, SOUTH PARK SCHOOL.

Boyd, Chester F.,	Greig, Allan L.,
Fullerton, James T.,	Jeffrey, Helen,

VICTORIA, WEST SCHOOL.

Firth, Olive,	Tait, John F.
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Central Examinations, 1904.

Vantreight, Evelyn	Gordon Head.
Christie, Isabel	Ladysmith.
McKelvie, Bruce	"
Malpass, Ethel	South Nanaimo.
Williams, Elizabeth	"
McKenzie, Callum	Gulfside.
Maitland, Royal L	Private School.
Skaling, Clifton A	"

 Central Examinations, 1904.—*Concluded.*

Smith, Rita M.	East Vancouver.
Hamilton, Florence	South Vancouver.
Huston, Eva J.	"
Porter, Albert H.	"
Huggard, Donald	Cloverdale.
Kirkland, Maud	Ladner.
Miller, Percy	"
Fadden, Marguerite	Upper Sumas
Ryder, Edith H.	Camp Slough.
Picken, Edith M.	Harrison River.
Weaver, Adele	" "
Kew, Vietta	West Salmon Arm.
Ruttan, Mildred E.	Mara.
Finlayson, Daisy	Okanagan Landing.
Binns, Florence	Trail.
Coleman, Lorne S.	"
Merry, Allan	"
Stevens, Frank	"
Weir, Frederick A.	"
Lindsay, Ira M.	Kaslo.
Thompson, Ella	Nakusp.
Gordon, Jessie	Private School.
Gordon, Marshall	"

 Midsummer Examinations, 1905.

CHILLIWACK SCHOOL.

Cartmell, Lily M.,	Menzies, J. Frances,
Dixon, Edwina A.,	Sampson, Gladys M.,
Kipp, Gladys,	Wilkinson, Muriel A.
Knight, Irene L.,	

CUMBERLAND SCHOOL.

Frame, Hazel,	Matthews, Eleanor,
Matthews, Sarah V.,	Munro, Agnes.

GRAND FORKS SCHOOL.

Gilmour, James,	Spier, Helen,
Harrigan, Maude,	Taylor, Mary L.
Overman, Eva,	

KAMLOOPS SCHOOL.

Austin, Edna M.,	Carmant, John S.
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NANAIMO, CENTRAL SCHOOL.

Brown, Thomas W.,	Murdoch, Margaret J.,
Caldwell, Cecil A.,	Pender, Agnes,
Chadwick, Viola,	Robinson, Patty,
Garnett, Gertrude A.,	Trudell, Florence V.,
Hardy, Margaret E.,	Westwood, George G.
Mehan, John,	

NELSON SCHOOL.

Austin, Hazel,
Baer, Walter W.,
Clunis, Milton,
Corry, Alice,
Currie, Jennie,
Elliott, Austin,
Emory, Fred,
Fries, Sophia,
Ingram, Joseph,
Laurence, Hall,
Leet, Benjamin,

Macdonald, Jessie,
Macdonald, Greta,
McCandlish, Lemuel,
McKay, Annie,
McLauchlan, Jane,
Nelson, Nels,
Pitts, Edythe,
Pitts, Belle,
Poupore, William,
Rason, Ernest,
Swannell, Charles.

NEW WESTMINSTER, BOYS' SCHOOL.

Beatty, Robert J.,
Bilodeau, Francis A.,
Breen, Harry A.,
Brown, John J.,
Burnett, Harry K.,
Carroll, Laurence G. M.,
Corbould, C. C. Bernard,
Dougherty, Henry V.,
Eastman, Donald,

Hill, Francis L.,
Leamy, Hubert,
Oxenbury, Archibald J.,
Pearson, Leslie,
Trapp, Stanley,
Turnbull, J. Elliott,
Wilkie, Otway,
Whyte, George H.

NEW WESTMINSTER, GIRLS' SCHOOL.

Armstrong, Nora M.,
Auvache, Elizabeth,
Briggs, Mannella O.,
Cross, Isabel,
Dashwood-Jones, Grace C.,
Innes, Ethel J.,
Jardine, Jean C.,
Kenny, Hazel I.,
McEwen, Jean M.,

Morden, Ada E.,
Oliver, Isabel P.,
Plester, Amelia J.,
Purdy, Margaret D. B.,
Rand, Helen M.,
Sutherland, Marion P.,
Trapp, Ethelyn,
Warwick, Effie L.,
Watson, Marguerite E.

NEW WESTMINSTER, SAPPERTON SCHOOL.

Chambers, Mary.

NEW WESTMINSTER, WESTSIDE SCHOOL.

MacDonald, Wesley,

Pretty, Charles.

REVELSTOKE SCHOOL.

Bain, Alexina,
Bell, Olive A.,
Crawford, Isabel C. J.,
Creelman, Hugh W.,
Davis, Eliza B.,

Dickey, John B.,
Hyatt, Jean,
McGuire, Stuart,
McRury, Robert D.

ROSSLAND, CENTRAL SCHOOL.

Brown, Frances,
Jewell, Laura,
Larson, Christina J.,
Logan, Mamie E.

Nicholson, Herman A.,
Putnam, Lulu,
Raymer, Horace J.,
Stanton, James H.,

VANCOUVER, CENTRAL SCHOOL.

Charleson, Donald R.,	McCartney, Clara A.,
d'Auria, Victor,	McLarty, Eva Z.,
Fierheller, Ina,	McMullen, William,
Foster, Hazel P.,	Mowat, Leona J.,
Giguere, Leonore E.,	Robson, John G.,
Henderson, Vivian,	Shun, George Y. K.,
Hinchcliffe, Ernest S.,	Smith, Lee D.

VANCOUVER, DAWSON SCHOOL.

Allan, Mabel I.,	Parkes, Jessie F. B.,
Banfield, Lois H. J.,	Philips, Berenice K.,
Dobbin, Leonard A.,	Rose, Margaret M.,
Heathorn, William W.,	Taaffe, Frank F.,
Hirose, Harry S.,	Taylor, William,
Lawson, Claude W.,	Wilband, E. Bellamy,
Milne, Victoria A.,	Wright, E. Grace.

VANCOUVER, FAIRVIEW SCHOOL.

Beckman, Etta,	McKay, Winnifred,
England, Violet,	Parkes, Nellie M.,
Ford, George S.,	Ray, Frederic,
Forren, Annile,	Schofield, Ethel M.,
Jones, Euphemia,	Stitt, Norah,
Morrison, John L.,	Vermilyea, Beula.

VANCOUVER, MOUNT PLEASANT SCHOOL.

Cruikshank, William,	Mitchell, Chauncey,
De Pensier, Winnie,	Munroe, Sadie,
Flewelling, May,	Murray, Maud,
Marshall, Lily,	McLachlan, Gordon.

VANCOUVER, ROBERTS SCHOOL.

Atkins, Elmo,	Heddle, Gordon,
Barker, Culver,	Holland, Rowe,
Blair, Ormond,	Hilmer, Edward,
Carter, Harry,	McPhail, Ernest,
Deane, Sophie,	Newmarch, Fred,
Foubert, Ethel,	Robinson, Edna,
Fraser, Mabel,	Rugg, Herbert,
Granger, John,	Stone, Horace.

VANCOUVER, SEYMOUR SCHOOL.

Ashwood, Hazel M.,	Kirkpatrick, Earl A. B.,
Bayley, Franklin H.,	Manning, Colen B.,
Ferguson, Ida M.,	Raine, Dell O.,
Harcus, Earl,	Walling, William R.
Kerr, Margaret A.,	

VANCOUVER, STRATHCONA SCHOOL.

Hata, Hisashi,	Rowley, Nellie,
Hay, Lucy,	Simmons, Paul,
Martin, Lily,	Taka, Hozo,
McKinnon, Daniel,	Wotton, Phoebe E.,
McKinnon, Jessie,	Wotton, Retta.

VERNON SCHOOL.

Barker, Grace,
Fuller, Clara E.,
Jacques, Edna F.,
Oliver, Dorothy,
McDonell, Katharine I.,

Maxwell, Gordon,
Moore, Herbert E.,
Tennant, Fred. H.,
Warwick, Amy L.

VICTORIA, BOYS' SCHOOL.

Clarke, Hugh,
Cleveland, Donald E. H.,
Drury, Kenneth C.,
Fredette, Roy,
Graham, Wilfrid A.,
Hartman, Leroy L.,
John, Harold G. P.,
King, Cecil N.,

King, Henry H.,
Levy, Frederick,
McNeil, Frederick J.,
McRae, John G.,
Parbery, Reginald C.,
Pusey, Leonard S.,
Wall, Edmond J.,
Waller, Ernest.

VICTORIA, GIRLS' SCHOOL.

Adams, Irene S.,
Brown, Edith,
Carne, Marjory A.,
Davies, Thelma F.,
Greggs, Gladys E.,
Hendry, Myrtle M.,
Johnson, Margaret M.,
Lehman, Edna M.,
Luscombe, Helen E.,

Malcolm, Katharine,
McDonald, Rita C.,
Nason, Irene B.,
O'Brien, Florence G.,
Peddle, Agnes M.,
Renouf, Christine L.,
Rushworth, Nelly M.,
Ulin, Irene H.,
Wilkerson, Jeanie G.

VICTORIA, NORTH WARD SCHOOL.

Blackett, Bernice,
Bush, May A.,
Clark, Margaret,
Coates, Katie,
Erskine, Marion,

Fulton, Lorn D.,
Irvine, Cecile,
Losee, Etta,
Sargison, Myrtle,
Strickland, Agnes L.

VICTORIA, SOUTH PARK SCHOOL.

Bebbington, Georgina,
Clay, Margaret J.,
Dougall, Frederick C.,
Henderson, Anton,
Macfarlane, William R.,

Pearson, Dorcas L.,
Roberts, Jessie C.,
Robson, Eleanor S.,
Smith, Maude McB.,
Schwengers, Ada A.

VICTORIA, WEST SCHOOL.

Brown, Thomas A.,
Corkle, Kate,
MacKenzie, Colin K.,

McLachlan, Agnes F.,
Shakespeare, Hazel.

Central Examinations, 1905.

Erb, Arthur	Chemainus Landing.
Stevinson, Annie	"
Bonsall, Vera	Chemainus.
McBride, Martha	"
Herd, Winnifred M.	Maple Bay.
May, Clara R	"
Woods, Fannie M	"

 Central Examinations, 1905.—*Continued.*

Corfield, Charles E.	Quamichan.
Corfield, Norman	"
Griffin, Charles	Sidney.
Gyves, Michael	Burgoyne Bay.
Lee, Florence	"
Lee, Lillian	"
Sinclair, Laura	Galiano.
Etheridge, Beatrice	Lake.
Corbett, Percival	Pender Island.
McCullough, Sarah	Prospect.
John, Archibald	North Saanich.
McDonald, Christina	"
Pitzer, Winnie	West Saanich.
Cox, Grace J.	Alberni.
Grieve, Agnes C.	"
Ward, Ernest A.	"
Daggett, Maude L.	Anniedale.
Daggett, Elson C.	"
Dinsmore, Marion E.	Mud Bay.
Gordon, Donald McK	"
Boothroyd, Miriam A.	Surrey Centre.
Cameron, Wilhelmina	Tynehead.
Cocanower, Zella A.	"
Davis, Laura G.	"
Gillespie, Roy M.	Aldergrove, South.
Ross, Willard	Aberdeen.
Armour, Samuel	Beaver.
Carmichael, Frederick M.	Douglas.
MacLeod, Neil	Lochiel.
Milburn, Alma	"
Morrison, Herbert	Otter.
Porter, Philip	"
Worrell, George	Prairie.
Fleming, Ethel	Spring Brook.
Fleming Roberta	"
Medd, Edith M.	"
Smith, Wilfred M.	Burton.
Hungerford, Brenda L.	Ferndale.
McCormick, William	Jubilee.
Keeves, Margaret E.	Mission.
Law, Annie	Silverdale.
Manzer, Alexander M.	"
Eakin, Lydia	Stave River.
Hodder, Marguerite	Barnston Island.
Bodaly, John A.	Glenvalley.
Alexander, Nellie M.	Haney.
McWhinnie, Lillie M.	"
Smith, John D.	Junction.
Blake, Charles P.	Lillooet, South.
Blaney, Jessie C.	"
Carr, L. Stanley	Maple Ridge.
Davenport, Charles A. M.	"
Pope, Edith	"
Wilson, Percy M.	Essington.
Noble, Fanny J.	"
Burns, William N.	"
Burns, Jenny M.	"

Central Examinations, 1905—*Continued.*

McDonald, Jennie C	Atlin.
Pillman, Ethel L	"
Moser, Mary	Mara.
Bowell, Frank	Round Prairie.
Crozier, James	Spallumcheen.
Greenwood, George	Canoe Creek.
Merrill, Alice E.	Dolan's Corners.
Monroe, Florence R.	Shuswap.
Shaw, Effie L	"
McKay, William	North Lytton.
McMillan, John H.	Clinton.
Pollard, Richard H	"
McDonald, Mary M.	Lillooet.
Miller, Matthew E.	"
Miller, Vera	"
Henderson, Mabel McK	Kelowna.
Hunter, Annie M	"
Hunter, Myrtle L	"
Hunter, Ruby M	"
Murray, Laura	"
Sproul, Pearl R	Black Mountain.
Brown, Ethel M.	Summerland.
Logie, Georgina W	"
Robinson, R. Campbell	"
Stewart, Isabel R.	"
Hayward, Frank	Peachland.
Seaton, Annie M	"
Bunting, Archibald	Greenwood.
Finlay, Agnes.	"
Skelton, Hazel	"
Wickwire, Gladys.	"
Ferguson, Harold G.	Midway.
Bell, Gladys	Rock Creek.
Allen, Wilfrid V. T.	Kaslo.
Allen, Gertrude M.	"
Fleener, Ruby M	"
Giegerich, Helen A	"
Hartin, David	"
Hodder, Lilian M.	"
Riddell, Vera H.	"
Ware, Charles D	"
Zwicky, Alice A.	"
Lamb, May	Fernie.
McLeod, Margaret F.	"
Tutty, Nora A	"
Walkem, Philippa	"
Barnhardt, Enid M	Cranbrook.
Cory, Milton A.	"
Duncan, Edith	"
Greer, William E	"
Hickenbotham, Florence M.	"
Reid, Dora J. N.	"
Welsh, Florence.	"
Brett, Harold.	Nakusp.
Edwards, Mervyn	"
Macdonald, Cavert.	New Denver.
Tipping, Wonetta V.	Slocan City.
Blakley, Herbert	Golden.

 Central Examinations, 1905—*Concluded.*

Dahlquist, Lawrence	Golden.
Griffith, Thomas R.	"
Hanna, Allan	"
Mazzoline, Charlotte	Extension.
Carmichael, Maurice	Esquimalt.
Bailey, Thomas	"
Kroeger, Henry	"
Muller, Otto	"
Ward, Robert W.	Goldstream.
Stewart, Harley	Craigflower.
Palmer, Horace	Cedar Hill.
McArthur, Joseph	Private School (St. Louis College, Victoria.)
MacDonald, Alexander	East Vancouver.
Farrel, Gordon	Private School (Queen's School, Vancouver).
Macdowall, Victor	" " "
Thomson, Melville	" " "
Asson, William E.	Armstrong.
Hamill, Agnes E.	"
Lever, Isaac C.	"
Whiting, Edith M.	"
Pelly, George S.	Otter Lake.
Pemberton, Fanny V.	Private School (Kamloops).
Smith, Ethel	" "
Hay, Roy J.	Barnet.
Kitson, Rudolph	Delta.
Oliver, John F.	"
Leary, Edna	Gulfside.
Benson, Elsie A.	Ladner.
Kerr, Thomasine	"
Johnston, Maggie	Port Moody.
Irwin, Millicent L.	Atchelitz.
Brannick, Mary E.	East Chilliwack.
Patterson, Pearl E.	"
Newby, Myrtle E.	Lotbiniere.
Mercer, John L.	Rosedale.
Hall, Myrtle M.	South Chilliwack.
Thornton, Annie E.	"
Webb, Charles W.	"
Barrett, Louis J.	South Sumas.
Steele, Thomas E.	Trail.

Number of candidates examined	1,068
" successful candidates	604

APPENDIX C.

—o—

HIGH SCHOOL ENTRANCE EXAMINATION—MIDWINTER, 1904.

—o—

ENGLISH LITERATURE. (Time, 1½ hours.)

Evangeline.

1. The word *Evangeline* means “bringing gladness.” Show that *Evangeline*’s name well describes her disposition.
2. Write in full the names of the five chief characters in *Evangeline*.
3. Quote a striking line or two describing any *three* of the following :—Sunset, the sea, flowers, a camp-fire, a bird’s song, an old man, autumn.
4. Write an essay on “An Evening in an Acadian Home.”—*Evangeline*, Part I., Secs. II. and III.
5. Explain the italicised words in the following :—
 - (a.) “Let me *essay*, O *Muse* ! to follow the wanderer’s footsteps.”
 - (b.) “*Tholes*.”
 - (c.) “*Swarded* floor.”
 - (d.) “Far down the *Beautiful River*
Floated a *cumbrous* boat.”

Lambs’ Tales.

1. Tell what you can of Horatio and Polonius.
2. True love and fidelity are not estranged by ill usage. Show the truth of this by fully describing the actions of two people in the *Tales* who suffered ill usage.
3. Continue any *one* of the following quotations ; give the speaker and the play for the passage chosen :—
 - (a.) “Sweet are the uses of adversity.”
 - (b.) “The man that hath no music in himself.”
 - (c.) “And so he plays his part. The sixth age shifts.”
4. Tell enough of the story suggested by each of the following passages to show that you know its connection with the *Tales* :—
 - (a.) “He called the Duke of Burgundy in contempt a waterish duke.”
 - (b.) “He was met by an old religious man, a hermit, with whom he had much talk, and who in the end completely turned his heart from his wicked design.”
 - (c.) “He first discovered himself to the good old Gonzalo, calling him the preserver of his life.”
 - (d.) “She was relieved at once from her terror, and the shame of such a discovery, by a stranger that was passing by, who made up to them, and as if he had been long known to her, and were her dearest friend, said to her opponent.”

—

GRAMMAR AND COMPOSITION. (Time, 2 hours.)

1. Sin has many tools, but a lie is the handle which fits them all.
What kind of *sentence* is the above? Give reasons for your answer, classifying the clauses.
2. State the kind and the relation of the *subordinate clauses* in the following sentences:—
Where thou lodgest, I will lodge.
I roam the woods that crown the upland where the mingled splendors glow.
In the thick waving grasses, they find where the scarlet-lipped strawberry grows.
3. On the joyous Christmas morning,
 In front of every door,
 A tall pole crowned with clustering grain
 Is set the birds before.
Pick out and classify the *phrases* in the last two lines of the stanza.
4. "It is the use of a word in a sentence that determines what part of speech it is."—
Goggin.
(a.) State the class and sub-class of the two *it's*, *use*, *that* and *what*.
(b.) State the case of *that*, *word* and *part*.
(c.) What does the phrase, *in a sentence*, modify?
(d.) What is the object of *determines*?
5. (a.) Express in words, $\frac{3}{2}$, $\frac{1}{2}$, $\frac{5}{12}$.
(b.) Write the transitive forms corresponding with *rise*, *fall*, *lie*, *sit*.
(c.) Write in the other number, *cries*, *spies*, *lies*, *valley*, *deer*, *Norman*, *Frenchman*, *oases*.
(d.) Write the possessive plural of *who*, *lady*, *gentleman*.
(e.) Write the past tense and the past participle of *fall*, *rise*, *sit*.
6. (a.) Explain any *three* of the following terms:—*modify*, *notional*, *parsing*, "*evolution of the English language*."
(b.) Analyse any *three* of the following words:—*unladylike*, *disinterestedness*, *geography*, *subordinate*.
7. "The present, the past, and the perfect participle of a verb are usually called its *Principal Parts*, because when these are known any required part of a verb can be given."—Goggin.
The principal parts of *see* are *see*, *saw*, *seen*; form
(a.) the present participle,
(b.) the gerund,
(c.) the first person plural present perfect indicative active,
(d.) the third person singular past subjunctive passive.
8. Re-write as eight lines of poetry, and correct as to capitals and punctuation, the following stanza:—*bruce with the pilots wary eye the slackening of the storm could spy one effort more and scotlands free lord of the isles my trust in thee is firm as ailsa rock rush on with highland sword and targe I with my carrick spearmen charge now forward to the shock.*
9. Quote either Psalm I. to the word *prosper*,
or, " XXIII. to the words *comfort me*,
or, " CIII. from *For as the heaven, to flourisheth*
10. "Then each at once his falchion drew,
 Each on the ground his scabbard threw,
 Each looked to sun, and stream, and plain,
 As what they ne'er might see again;
 Then foot, and point, and eye opposed,
 In dubious strife they darkly closed."

Sir Walter Scott *saw* in imagination what he here describes. Study the passage carefully, trying to *see* what he saw ; then describe it in your own way.

11. Condense into five or six sentences one of the following stories :—David and Goliath, The Fall of Troy, Marcus Curtius.

DICTATION AND SPELLING. (Time, 1 hour.)

1. Write the following passages at the dictation of the Examiner :—

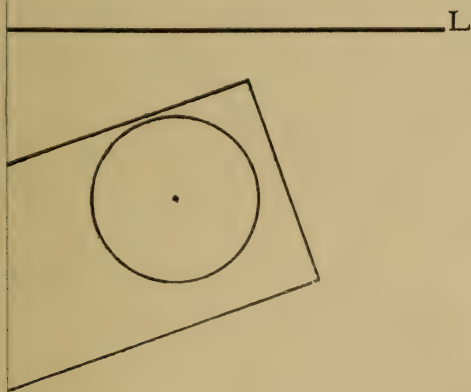
- (a.) Antonio, with tears, and sad words of sorrow and true repentance, implored his brother's forgiveness, and the King expressed his sincere remorse for having assisted Antonio to depose his brother, and Prospero forgave them ; and, upon their engaging to restore his dukedom, he said to the King of Naples, "I have a gift in store for you, too" ; and, opening a door, showed him his son Ferdinand playing at chess with Miranda.
- (b.) Obviously, the first thing necessary to make others understand what we mean is to understand ourselves what we mean. Until we have first mastered our own thoughts there is little chance that we can express them clearly. We should distrust, therefore, our knowledge of any matter, simple or complex in nature, unless we are able to give to ourselves or to others a plain and straightforward account of it. We must cultivate the habit of looking for the gist, or what we roughly call the "long and short" of a matter, and practise ourselves in all our work in expressing simply and naturally the substance of the information we have acquired.

2. Write the following words dictated by the Examiner :—

icicle	privilege	February
incessant	participle	irascible
occurrence	parallel	maintenance
prejudice	admissible	mischievous
tyranny	comparative	marriageable
vacillate	noticeable	precede
proceed	financier	

BRITISH HISTORY. (Time, 1 hour.)

- Compare, in as many ways as you can, the Roman and Saxon Conquests of Britain.
- For what is the reign of Henry II. noted ?
- Give a brief account of the work of (a) Simon De Montfort, (b) Robert Walpole.
- In whose reign and between what parties were the following battles fought :—Shrewsbury, Killicrankie, Dunbar, Culloden, Sedgemoor, Plassey ?
- Draw a map of Spain and mark on it some of the places connected with the Peninsular War. What Englishmen were leaders in the war ? What caused it ?
- What was the Stuart Sovereigns' idea of what a king should be ? Give some important results that followed the carrying out of this idea.



rectangle represents the plane of a slab
resting on the H.P. The circle repre-
sents a sphere resting on the upper surface of the
slab. The elevation of these solids.

HIGH SCHOOL ENTRANCE EXAMINATION—RURAL SCHOOLS—MIDWINTER, 1904.

PRACTICAL, PLANE AND SOLID GEOMETRY.

DIRECTIONS TO CANDIDATES.

Write your name in full, and that of your school, in the upper right-hand corner.

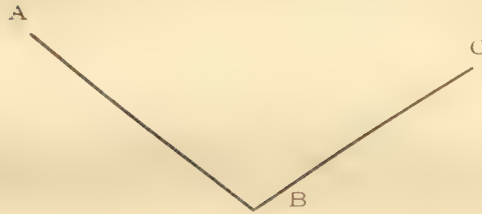
No credit will be given for solutions which appear to be the result of experiment.

All working lines must be shown.

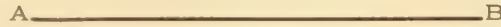
Set-squares may be used to obtain the parallel lines required for Exercise 5.

Candidate's Name

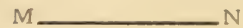
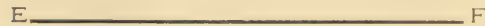
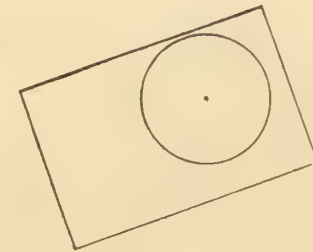
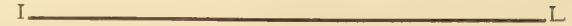
Name of School...



Ex. 1.—Bisect the given angle ABC,



Ex. 2.—On the given line AB mark point C, 2 c.m. from B, and through C draw a line perpendicular with AB.



Ex. 3.—Draw a line parallel with EF at a distance from it equal to MN.

H

Ex. 4.—With point H as a centre describe a circle 6 c.m. diameter. Divide the circle into six equal parts, and join the adjacent points on the circumference. Give the name of the figure so obtained.

Ex. 5.—The given rectangle represents the plane of a slab 2 c.m. thick, resting on the H.P. The circle represents a sphere resting on the upper surface of the slab. Show the elevation of these solids.

CANADIAN HISTORY. (Time, $1\frac{1}{4}$ hours).

1. Where were the first attempts to plant a colony in Canada made? Give the date and the name of the colonizer in each case.
 2. Give a short but comprehensive account of Champlain's life and work.
 3. Mention the different systems of government Canada has had up to the present time. Give the dates of each, and the name of a governor under each system.
 4. What different bodies make up the Federal Government of Canada? Say whether each is elected or appointed, by whom, and for how long.
 5. Write a short history of the Clergy Reserves question?
 6. For what are the following years important in the history of B. C. :—1792, 1793, 1808, 1846, 1849, 1856, 1866, 1871?
-

GEOGRAPHY. (Time, $1\frac{1}{4}$ hours.)

1. Explain clearly what is meant by (a) World Ridge, (b) Flood Plain, (c) Terminal Moraine, (d) Perihelion.
 2. What causes winds? What do you consider the most important work they perform? Give your reason for saying it is important.
 3. What mountain ranges make up (1) the primary highland of Europe, (2) the secondary highland? What is the most striking difference between the mountain system of Europe and that of either North or South America?
 4. What is the difference between trade and commerce? From what places do we get the following :—Currants, raisins, silk, coffee, sugar-cane, asbestos, woollen cloth, Portland cement, grindstones?
 5. What and where are :—Atbara, Dauphin, Atacama, Acapulco, Mendocino, Mauritius?
 6. Draw a map of North America showing the four great river systems and mark clearly the several rivers that compose each.
 7. Name—
 - (a.) The States that border on the Pacific Ocean.
 - (b.) The States that touch British Columbia on the south.
 - (c.) The States that touch Manitoba on the south.
 - (d.) The States that bound Quebec on the south.
-

ARITHMETIC AND BOOK-KEEPING. (Time, $1\frac{1}{2}$ hours.)

1. (a.) Find the sum of the following amounts :—Twenty dollars and five cents; forty dollars and four cents; eighty-nine dollars; two hundred dollars and eight cents; seventy-five cents; three hundred dollars and three cents.
(b.) Divide the product of seventy thousand and ninety-eight and eight thousand and nine by 39.
2. (a.) What is the sum of the product, quotient, difference and sum of 40804 and 404?
(b.) Write down the squares and the cubes of the numbers from 1 to 12 inclusive.
3. Find the H. C. F. and L. C. M. of 405, 972 and 1728, by using prime factors.
4. Write one of each of the following kinds of business papers, and supply names, dates, etc. :—Order for goods; due-bill; promissory note bearing interest; promissory note on demand.

-
5. (a.) I sell a house for \$2,400, and by so doing make a profit of 20% on my investment. What did this house cost me?
(b.) I sell another house for \$2,400, and by so doing suffer a loss equal to 20% of my investment. What did this house cost me?
 6. In a cheese factory there is a rectangular vat 10 ft. long, 4 ft. wide and $2\frac{1}{2}$ ft. deep, made of wood and lined with tin (no lid):
(a.) How many square feet of tin are required for the lining?
(b.) If a cubic foot equals 25 quarts how many gallons will the tank hold?
 7. I wish to fence my lot 120 ft. by 50 ft. I decide to place posts 10 ft. apart, use two stringers of scantling and build a close board fence 5 ft. high. Posts cost 25c. each. Scantling costs 2c. per running foot. Lumber costs \$12 per thousand. I use 14lbs. of nails at 5c. per lb., and do the work myself. Find the outlay in cash.
-

NATURE STUDY. (Time, 1 hour.)

[N.B.—Answer any *seven* questions.]

1. Compare the skeleton of the foot with that of the hand.
 2. Describe the blood and state its functions.
 3. How would you show that there is carbon dioxide (or carbonic acid gas) in the air you breathe out from your lungs? What else does this air contain?
 4. Do fish breathe? do grasshoppers? Explain.
 5. The surface exposed when a ditch is dug generally shows two layers of earth. What names are given to these layers? How do you account for the difference between them?
 6. What are the characteristic autumn colours of the leaves of any *three* of the following:—Dogwood, birch, vine maple, broad-leaved maple, oak, alder.
Describe briefly, for the three chosen, what succeeds the flowers.
 7. What do you know about the work of the winds?
 8. Explain how to find the North Star. Make a diagram to illustrate your answer.
 9. Where, and at what time of day, do you look for the New Moon? for the Old Moon? How do they differ in appearance? Make diagrams.
 10. A spool of thread.—Of what raw materials may it be made? Where were these materials probably produced? where probably manufactured?
 11. Name and describe different kinds of clouds.
 12. Give a list of minerals.
 13. Name three wild ducks. How can you distinguish them?
-

GEOMETRY. (Time, 2 hours.)

1. From a given point draw a straight line equal to a given straight line.
2. On the same base, and on the same side of it, there cannot be two triangles.
Complete the enunciation and prove the proposition.
3. Draw a straight line at right angles to a given straight line, from a given point in the same.

4. If one side of a triangle be produced, then the exterior angle shall be greater than either of the interior opposite angles.
5. Define:—*Straight line, plane surface, polygon, obtuse-angled triangle, trapezium, isosceles triangle.*

LATIN. (Time, 2 hours.)

A. 1. Translate—

- | | |
|--------------------------------|---------------------------|
| (a.) Dicit se scribere. | (c.) Dicit se scripsisse. |
| (b.) Dixit se scribere. | (d.) Dixit se scripsisse. |
| (e.) Dicit se scripturum esse. | |
| (f.) Dixit se scripturum esse. | |

2. Compare the following adjectives:—*senex, multus, magnus, bonus, parvus*; also the following adverbs:—*facile, male, bene, misere, acriter.*
3. Explain fully the method of forming adverbs from the corresponding adjectives.
4. Using as model verbs *amare, monere, regere, audire*, write in full in their two numbers and three persons:—
 - (a.) The future indicative active.
 - (b.) The imperfect subjunctive passive.
 - (c.) The pluperfect indicative active.
 - (d.) The perfect subjunctive passive.
5. Write the cardinal numbers from 1 to 30, inclusive.
6. Decline throughout—*ipse, idem, nullus, duo, quidam.*
7. Write in Latin:—
Into the city; at Rome; to Rome; from Rome; from Italy; in the town: to the river.

B. Translate—

- (a.) *Postero die Caesar ex castris exercitum eduxit et iter ad flumen fecit. Quae res hostibus nota est, quorum peditatus a nostris summo in colle videbatur.*
Tum Caesar equites in cornibus conlocavit ut peditatum iuarent, et militum suorum animos ad pugnam ita concitavit. "Milites, omnis rei publicae spes in nostra virtute posita est. Audaces fortuna iuvat. Fortibus erit victoria." Hostes tam acriter in nostram aciem impetum fecerunt ut hi paululum (a little) cederent. Brevi autem tempore hostes ita superati sunt ut ex omnibus pugnae partibus trans flumen fugerent. Eorum dux captus et Roman missus est.
- (b.) *Scipio et Hannibal erant clari imperatores. Ille erat Romanus qui victorias magnas reportavit; hic Poenus qui Romanos multis pugnis vicit. Hannibal puer ad aras a patre adductus odium iuravit in Romanos. Adulescens oppida in Hispania multa expugnavit, tum Alpīs montis superavit Romanosque saepe vicit in Italia. Scipio ad Ticinum flumen vitam patris virtute servavit posteaque ad Cannas Hannibalem se fortem praebeuit.*
Bellum in Africam est transportatum ibique Scipio Hannibalem ad Zamam superavit. Magnificum triumphum Romae habuit et a populo Romano appellatus est Africanus.

HIGH SCHOOL ENTRANCE EXAMINATION—MIDSUMMER, 1905.

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ENGLISH LITERATURE. (Time, 2 hours)

Evangeline.

1. Tell what you can of René Leblanc, his history, appearance, talk, profession, introducing, if possible, a few of Longfellow's more striking lines.
2. Give, in the poet's words if you can, Longfellow's motive (*i. e.*, main or underlying idea) in writing *Evangeline*.
3. "Four times the sun had risen and set ; and now on the fifth day
Cheerily called the cock to the sleeping maids of the farm-house.
Soon o'er the yellow fields, in silent and mournful procession,
Came from the neighbouring hamlets and farms the Acadian women,
Driving in ponderous wains their household goods to the seashore."

—*Evangeline*, Part I., Sec. V.

Narrate in detail, the parts taken in these last scenes by (a) *Evangeline*, (b) *Gabriel*,
(c) *Benedict Bellefontaine*, (d) *Father Felician*.

4. Scan the last two lines of the quotation in question 3.
5. Write explanatory notes on *Loup-garou*, *Olympus*, *Bacchantes*, *mimosa*, *emblazoned windows*, *oracular caverns*.
6. In what connection do the following passages occur in *Evangeline* :—
 - (a.) "Asked of the earth but a grave, and no longer a friend nor a fireside."
 - (b.) "Just where the woodlands met the flowery surf of the prairies."
 - (c.) "No King George of England shall drive you away from your homesteads,
Burning your dwellings and barns."
 - (d.) "She followed his green and waving plume through the forest,
And never returned nor was seen again by her people."
 - (e.) "For it recalled the past, the old Acadian country,
Where all men were equal, and all were brothers and sisters."

Lamb's Tales.

1. Give an account of Prospero's life on "the island in the sea," up to the time of the shipwreck.
 2. Find and explain an illustration of the Golden Rule in the *Tales*.
 3. What did Bassanio do or say at the trial to deliver Antonio?
What were the two main points on which Portia relied?
 4. Account for the name *Twelfth Night*.
Quote Viola's speech beginning, "A blank, my lord, she never told her love." What were the circumstances that led to the speech?
 5. "But Hamlet's malady lay deeper than she supposed, or than could be cured. His father's ghost still haunted his imagination, and the sacred injunctions to revenge his murder gave him no rest till it was accomplished. Every hour of delay seemed to him a sin."
- What was Hamlet's malady? What was the supposed cause of his malady? Why did he delay his revenge?

GRAMMAR AND COMPOSITION. (Time, 2 hours.)

Were a star quenched on *high*,
 For ages would *its* light,
Still travelling downward from the sky,
 Shine on our mortal sight ;
So when a great man dies,
 For years beyond our ken,
 The light he leaves behind him lies
 Upon the paths of men.

1. (a.) Write the several *phrases* in the above stanza, stating the kind and the relation of each.
 (b.) Treat the *clauses* in the same way.
 (c.) What kind of sentence is the whole ?
2. Make a table showing with respect to each verb in the stanza for analysis, whether it is (a) notional or relational, (b) principal or auxiliary, (c) transitive or intransitive, (d) strong or weak, and (e) its principal parts.
3. Parse the italicised words in the stanza for analysis.
4. Give a full and clear account of the classification of nouns.
5. Write (a) the plurals of *penny*, *woman-servant*, *radius*, *9*, *oasis* ; (b) the masculine or feminine form, as the case may be, of *earl*, *nephew*, *hind*, *witch*, *hero* ; (c) the positive forms corresponding to *most*, *first*, *next*, *eldest*, *worst* ; (d) the possessive singular and plural of *son-in-law*, *actress*, *child* ; and (e) the third person singular past subjunctive passive of *choose*.
6. Insert *he* or *him*, as the case requires, in the following sentences :—I knew it was ——. I knew it to be ——. Was it —— you saw ? It must have been ——. —— that is idle, reprove. His sister is darker than ——. If I were —— I wouldn't go. Whom can I trust, if not —— ? To William and —— belongs all the credit. Have you ever seen Fred and —— together ?
7. (a.) Define the following terms :—*Grammar*, *sentence*, *syntax*, *participle*.
 (b.) Analyse the following words :—*dishearten*, *telegraph*, *phonograph*, *telephone*.
8. Quote one of the selections from Shakspeare given by Sykes.
9. A young person, a new-comer to the province, wishes to enter High School and writes to the Superintendent of Education stating his (or her) case, and asking what he (or she) must do to gain admission. Write such a letter.
10. (a.) Unite into one sentence :—Supper was eaten. We gathered round the camp fire. John told the story of his adventure.
 (b.) Re-write as a good loose sentence :—Not from chance, but from art, comes true ease in writing.
 (c.) Make changes in the following that will give a balanced structure :—Nothing is more amiable than true modesty and there is nothing to be more despised than the contrary. The one guards virtue but false modesty leads it astray.

DICTATION AND SPELLING. (Time, 1 hour.)

To be dictated by the Examiner :—

1. (a.) When the discrowned monarch was brought to trial, that warlike leader sat in the judgment hall. Many judges were present besides himself ; but he alone had the power to save King Charles or to doom him to the scaffold. After sentence was pronounced, this victorious general was entreated by his own children, on their knees, to rescue His Majesty from death. "No!" said he, sternly ; "better that one man should perish than that the whole country should be ruined for his sake. It is resolved that he shall die."
- (b.) Two general facts in regard to language become apparent as the effect of the Conquest. One is, that though the native tongue continued to be spoken by the great majority of the population, it went out of use as the language of high culture. It was no longer taught in the schools. It was no longer employed at the Court of the King, or the castles of the nobles. It was no longer used in judicial proceedings ; to some extent even it ceased to be recognised in the services of the church. This displacement was probably slow at first ; but it was done effectually at last. The second fact is, that, after the Conquest, the educated classes, whether lay or ecclesiastical, preferred to write either in Latin or French, the latter steadily tending to become more and more the language of literature as well as of polite society. We have, in consequence, the singular spectacle of two tongues flourishing side by side in the same country, and yet for centuries so utterly distinct and independent that neither can be said to have exerted much direct appreciable influence upon the other, though in each case the indirect influence was great.
2. ascertain intercede occasionally deference
 auxiliary government strategy irascible
 benefited judgment specialty pursue
 incessant occurrence privilege tyranny
 stupefied mischievous prejudice vacillate.

BRITISH HISTORY. (Time, 1½ hours.)

1. Contrast the people whom Cæsar found in Britain with the Britons at the close of Roman rule.
2. Wherein did the treatment of the Britons by the Germanic tribes differ from that received by them at the hands of the Romans?
3. What were the chief effects of the Norman Conquest?
4. Give an account of the war between England and France in Edward III.'s reign.
5. What was the condition of social life in England (a) before and (b) after the religious revival under the Wesleys?
6. Write on the Crimean war, giving (a) the causes, (b) nations engaged on either side, (c) chief events, (d) the treaty that closed the war, and its terms?
7. What do you consider the five most important events in British history? Give dates.

DIRECTIONS TO CANDIDATES.

You are required to make a *freehand* drawing of the model placed before you, as it appears from your point of view. *No ruling is allowed.*

Your drawing must not be small. It should be about five or six inches across the longest size.

You are allowed to use your pencil, held at arm's length between the eye and the model, for the purpose of estimating proportion and direction; but you are not allowed to use any other means, mechanical or otherwise, in connection with your drawing.

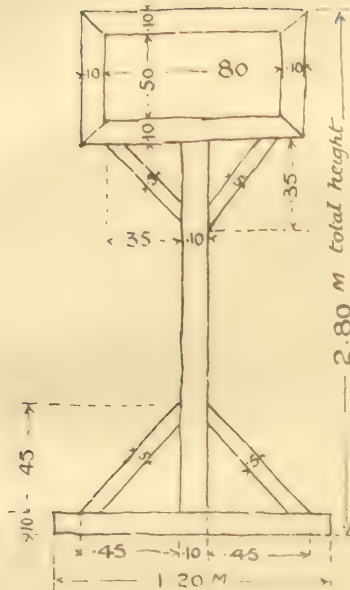
You are allowed two hours for this subject together with the scale drawing on the other side of the paper. *You must attempt both subjects.*

HIGH SCHOOL ENTRANCE EXAMINATION MIDSUMMER, 1905.

SCALE DRAWING.

Candidate's Name

Name of School



DIRECTIONS TO CANDIDATES.

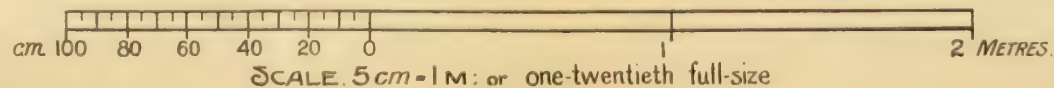
Write your name in full, and that of your school, in the upper right-hand corner.

From the above rough free-hand dimensioned sketch of a notice board you are required to make an accurate drawing to the given scale below.

Your drawing must be carefully lined in with firm, uniformly thick lines (using set squares), and all the dimensions on the sketch are to be neatly shown on your drawing.

Two hours are allowed for the subject given on this side of the paper, together with that on the other side of the paper.

You must attempt both subjects.



HIGH SCHOOL ENTRANCE EXAMINATION—MIDSUMMER, 1905.

MODEL DRAWING.

*Candidate's Name .**Name of School**Have you been taught model drawing from the actual objects?*

DIRECTIONS TO CANDIDATES.

You are required to make a *freehand* drawing of the model placed before you, as it appears from your point of view. *No ruling is allowed.*

Your drawing must not be small. It should be about five or six inches across the longest size.

You are allowed to use your pencil, held at arm's length between the eye and the model, for the purpose of estimating proportion and direction; but you are not allowed to use any other means, mechanical or otherwise, in connection with your drawing.

You are allowed two hours for this subject together with the scale drawing on the other side of the paper. *You must attempt both subjects.*

EXAMINATION——MIDSUMMER, 1905.

MODEL DRAWING.

Candidate's Name

Name of School

Have you been taught model drawing from the actual objects?

CANADIAN HISTORY. (Time, $1\frac{1}{2}$ hours.)

1. What is known of the first inhabitants of America?
 2. Tell what you know regarding the fur trade in Canada from 1600 to 1635.
 3. What change was made in the form of Government of Canada in 1663? Why was the change made, and chiefly through whose influence?
 4. Give an account of the discoveries in the Great West by the French.
 5. What was done by the French and English respectively in 1760 to gain possession of Canada? Give the names of two prominent men on either side.
 6. When and how have the boundaries between Canada and the United States been settled?
 7. When and on what conditions did the Dominion Government secure "Prince Rupert's Land"? What Provinces have been formed in this territory since that time? Give dates.
 8. Assign events to the following dates:—1497, 1713, 1763, 1775, 1837-38, 1867, 1871, 1885.
-

GEOGRAPHY. (Time, $1\frac{1}{2}$ hours.)

1. Write a short composition on the Yellow Race, under the following heads:—*(a)* personal appearance, *(b)* races closely resembling them, *(c)* the various branches of the race, *(d)* where found, *(e)* chief occupations, *(f)* their dwellings.
 2. Upon what do the temperature and climate of a place chiefly depend? Name three other conditions that may modify climate. Illustrate by reference to the climate of British Columbia.
 3. Name four products of the delta and flood plain of the Nile. What part of North America closely resembles this portion of Africa in regard to natural products?
 4. What and where are the following, and what makes each important:—Sudbury, Brandon, Simpton, Fernie, Malta, Odessa, Suez, Dunedin, Guayaquil, Alexandria?
 5. What makes Canada so important a part of the British Empire?
 6. Name three important canals in Ontario. Why was each constructed?
 7. Draw an outline map of the United States, marking thereon the two chief mountain ranges, two rivers running south, two eastward and two westward; also six large seaports.
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ARITHMETIC AND BOOK-KEEPING. (Time, 2 hours.)

1. Simplify $\frac{1}{2} - \frac{2}{3}$ of $\frac{5}{8} + \frac{7}{8}$ and find how many times the result is contained in $\frac{3}{8} \div (\frac{7}{9} \text{ of } \frac{3}{14} - \frac{1}{8})$.
2. Divide the product of .037 and .0025 by the sum of .9, .02 and .005.
3. How many feet of lumber will it take to make a sidewalk 16 rd. 8 ft. long, 6 ft. 6 in. wide, the planks to be $2\frac{1}{2}$ in. thick? What will the lumber cost at \$16 per M., board measure?
4. If a cubic foot of anthracite coal weighs $55\frac{1}{2}$ lbs. how many cubic feet weigh one ton? How many tons will fill a bin 9 ft. long, 4 ft. wide, and 5 ft. 3 in. high?

5. A grocer bought a hogshead of sugar containing 1,800 lbs. at $3\frac{3}{4}$ c. per pound. He sold it so as to gain $33\frac{1}{3}$ %. What was his gain per pound? What was his entire gain? How many pounds did he sell for one dollar?
6. What is the standard of measure by the metric system? How is it obtained? Give the equivalents in Canadian measures of: the meter, liter, gram, metric ton.
7. \$408.

VANCOUVER, B. C.,
June 1st, 1905.

Four months after date I promise to pay to the order of Adam Black & Co., Four Hundred Eight Dollars. Value received.

JOHN BROWN.

Who is the maker of the above note? Who is the payee? When is the note due? What sum is due? Is it an interest-bearing note? What sum of money put at interest June 1st at 6 % will amount to \$408 when the note is due? What is the real value of the note June 1st.

NATURE LESSONS AND HYGIENE. (Time, 1 hour.)

(N. B.—Answer any *three* out of the first *seven*, and the last *four*.)

1. Describe the roots, trunk, branches, leaves and fruit of any *one* of the following trees:—Douglas fir, cedar, bull pine, oak, apple or peach.
2. What do you know regarding the cone-like growths on willows, or the nut-like growths on golden rods and roses?
3. Explain fully how rain helps plants to grow. What plants can do longest with little or no rain?
4. Name three common plants belonging to the lily, the mint, or the rose family; and tell why you place them there.
5. Show by a diagram the relative positions of the sun, moon and earth (*a*) when the full moon is rising, (*b*) when the new moon is setting.
6. Give the life history of either a frog or a salmon.
7. Which is heavier, a gallon of milk or a gallon of cream? Why do you think so? How could you prove you are correct?
8. If the body is continually wearing out, how does it get rid of the worn-out portions, and how are these replaced by new ones?
9. Of what use are bones? How may they be injured, and how preserved in a healthy condition?
10. Contrast the effects of alcohol and water (*a*) on the food we eat, (*b*) on digestive juices, (*c*) on digested food, (*d*) as a remedy for thirst, (*e*) as a food.
11. Give a rule for preserving health under each of the following heads:—(*a*) sleep, (*b*) bathing, (*c*) breathing, (*d*) food, (*e*) exercise.

GEOMETRY. (Time, 2 hours.)

1. The angles at the base of an isosceles triangle are equal to each other; and if the equal sides be produced, the angles on the other side of the base will also be equal to each other.
2. Bisect a given finite straight line.

3. Give the enunciations of Propositions XVIII., IX. and IV.
4. Any two angles of a triangle are together less than two right angles.
5. "If at a point in a straight line two other straight lines on opposite sides of it make the adjacent angles," etc. Complete the enunciation and prove the proposition.

LATIN. (Time, 2 hours.)

1. Give a good English translation of the following sentences :—
 - (a.) Dux victus se recipiet.
 - (b.) Caesar ea re commotus in Galliam properavit.
 - (c.) Scisne quot annos Romani Britanniam insulam tenuerint?
 - (d.) Caesar quadragesimo quarto anno ante Christum natum decessit.
 - (e.) Brutus fuit puer animo tardo.
 - (f.) Dic mihi quot milites sint in illis castris.
 - (g.) Germani galeis, hastis scutisque armabantur.
 - (h.) Ille vir aeger aqua privabatur.
2. Write in full, in all persons and both numbers :—
 - (a.) The future indicative, active, of *amo*.
 - (b.) The imperfect subjunctive, active, of *moneo*.
 - (c.) The present subjunctive, active, of *rego*.
 - (d.) The pluperfect indicative, active, of *audio*.
3. Give the principal parts of :—

munio, adsum, tango, timeo, scio, solvo, tego, iubeo, ago, vivo.
4. Compare the following :—

miser, acer, similis, vetus, parvus, malus, iuuenis, bonus, magnus, multus.
5. How do you say in Latin—
 - (a.) *At Rome, at Delphi, at Carthage.*
 - (b.) *In the country, into the country, from the country.*
6. Write the numerals from 1 to 20, inclusive.
7. Translate into idiomatic English :—

Si tu vales, bene est; ego quoque valeo. Hanc epistulam ad te laetus scribo. Medici consilio cum parentibus in Italia hiemavi. Dum apud vos nives omnia implent, nos hic nivem raro videmus; aer est lenissimus; ridet, ut (*as*) est apud poetas, caelum. Interdum in litore ambulo vel in hortis amplis erro, nam gramen arboresque iam virent. Hinc video Vesuvium montem, hinc totam fere urbem, hinc pulchras insulas in mari sitas. Linguae Latinae cotidie multum do operae. Eam linguam facilius Graeca disco. Sed iam finem faciam epistulae; mox coram omnia tibi narrabo. Vale, mi amice.

CENTRAL HIGH SCHOOL ENTRANCE EXAMINATION, 1905.

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ENGLISH LITERATURE. (Time, 1½ hours.)

Lamb's Tales and Evangeline.

1. What does each of the following suggest about the authors you have studied:—
Bowdoin, Christ's Hospital, Stratford, Cambridge, the Globe, the East India Office?
2. What places or persons are referred to in the italicised words in the following:—
 - (a.) "Yet *I* must bow and obey, and deliver the will of our *monarch*."
 - (b.) "Touched were *their* hearts at *her* story, and warmest and friendliest welcome Gave they, with words of cheer; and she sat and feasted among them."
 - (c.) "*Here* no hungry winter congeals our blood like the rivers;
Here no stony ground provokes the wrath of the farmer."
 - (d.) "The loverswhispered together, beholding the moon rise
Over the pallid *sea*."
3. "So passed the morning away. And lo! with a summons sonorous
Sounded the bell from its tower, and over the meadows a drum beat.
Thronged ere long was the church with men."
Give, with as many details as you can, an account of this morning and of the rest of the day. (*Evangeline, Part I., Sec. IV.*)
4. Who are referred to in the italicised words in the following:—
 - (a.) "*She* was an unlessoned girl, unschooled, unpractised, yet not so old but that she could learn."
 - (b.) "*He* then laid himself down, thinking to make that place his grave, and bade his dear *master* farewell."
 - (c.) "—*Who* cared too little about life to fear the losing of it; and as to his soul, he said, what could the spirit do to that, being a thing as immortal as itself."
 - (d.) "*I* desired *you* never to speak of *him* again; but if you would undertake another suit, I had rather hear you solicit, than music from the spheres."
 - (e.) "If ever from your eyelids *you* have wiped a tear, and know what it is to pity or be pitied, may gentle speeches now move you to do me human courtesy."
5. Write a paragraph on each of the following:—
 - (a.) Caliban.
 - (b.) Laertes.
 - (c.) The kind of man you think Bassanio was.
6. Quote *two* of the following passages:—
 - (a.) "Ye who believe in affection that hopes."
 - (b.) "Stalworth and stately in form was the man."
 - (c.) "Blow, blow, thou winter wind."
7. Write notes on the italicised words and phrases in the following:—
 - (a.) "The curls of *Apollo*, the forehead of *Jupiter*, the eye of *Mars*, and a posture like to *Mercury* newly lighted on some heaven-kissing hill." (*The Tales.*)
 - (b.) "*Habited* like a country lass." (*The Tales.*)
 - (c.) "The old man sallied forth to combat with the *elements*." (*The Tales.*)
 - (d.) "As if a *hand* had appeared and written upon them "*Upharsin*." (*Evangeline.*)
 - (e.) "Down sank the great red sun, and in golden glittering vapour
Veiled the light of his face, like the prophet descending from *Sinai*." (*Evangeline.*)

GRAMMAR AND COMPOSITION. (Time, 2 hours.)

1. "You *are* not so sure of that," said a voice close beside her. She felt at the same time a heavy hand with an iron glove *laid* on her shoulder ; and *when* she looked round she saw the *very* Black Douglas she *had been singing about* standing by her side, a tall, swarthy, strong *man*.
 - (a.) Analyse into sentences and clauses only, and state clearly the kind and relation of each.
 - (b.) Classify the phrases and state the function of each.
 - (c.) Parse the underlined words.
2.
 - (a.) What is inflection ?
 - (b.) What parts of speech are not inflected ?
 - (c.) What is gender ? Case ? Mood ?
 - (d.) Compare fully : happy, good, well.
3. How do you distinguish between—
 - (a.) Prepositions and conjunctions.
 - (b.) Verbs in the active and verbs in the passive voice.
 - (c.) Relative and interrogative pronouns.
4. Give the principal parts of *throw, rise, raise, has, lie* (to lie down).
5. Write one of the following stories in your own words :—
 - (1.) The Fall of Troy.
 - (2.) The Tar-Baby.
 - (3.) David and Goliath.
6. Quote any two of the following :—
 - (1.) Psalm XXIII.
 - (2.) The ode beginning "How sleep the brave."
 - (3.) A stanza from "Sir Galahad."
 - (4.) A stanza from your IV. Reader.
7. Insert in each blank the noun that expresses the exact meaning :—

Custom, habit.

 - (1.) Dancing round a Maypole is a ——— many hundred years old.
 - (2.) Those national ———s are best which lead to good ———s among the people.

Character, reputation.

 - (1.) The outlaws of the West were men of loose ———.
 - (2.) A general may lose his ——— through a single blunder.
 - (3.) A ——— for cleverness is easily won in our village.

Invention, discovery.

 - (1.) The ——— of the properties of the magnetic needle is said to have been made by the Chinese ; also the ——— of gunpowder.
 - (2.) The ——— of the circulation of blood was made by Harvey.
 - (3.) The steam-engine is one of the greatest ———s of this age.

 DICTATION AND SPELLING. (Time, 1 hour.)

I passed some time in the contemplation of this wonderful structure, and the great variety of objects which it presented. My heart was filled with a deep melancholy, to see several dropping unexpectedly in the midst of mirth and jollity, and catching at everything that stood by them to save themselves; some were looking up towards the heavens in a thoughtful posture, and in the midst of a speculation stumbled and fell out of sight; multitudes were busy in the pursuit of bubbles, that glittered in their eyes, and danced before them, but often when they thought themselves within the reach of them their footing failed, and down they sank. In this confusion of objects I observed some with scimitars in their hands, who ran to and fro upon the bridge, thrusting several persons upon trap-doors which did not seem to lie in their way, and which they might have escaped had they not been thus forced upon them.

Sight dictation:—

It is worth the student's while, for two reasons, to make it his ambition to be accurate in spelling and in similar matters. First, accuracy in such small points will help him greatly in all his written work. Spelling belongs to the rudiments in education, and it is hard to teach higher things to a pupil not thoroughly grounded in the rudiments. Second, accuracy in details is a part of character. We feel that we can depend upon the man whose knowledge is accurate, and we are apt to suspect that the man who is slipshod in details is intellectually weak. Youth is the time to build up habits of patience, perseverance and accuracy, and the study of English composition is one of the best means to that end. Third, the pupil who has to make a conscious effort to spell correctly must necessarily be obliged to withdraw a considerable part of his attention from more important matters.

opposite,	until,
siege,	separate,
origin,	venomous,
mercantile,	hygiene,
accommodate,	eligible,
incessant,	column,
infinitive,	tyranny,
truly,	ascertain,
divisible,	auxiliary,
descendant,	ninetieth.

 BRITISH HISTORY. (Time, 1 hour.)

1. What benefits did the Britons derive from their Roman conquerors?
 2. What means did Ethelred the Unready adopt to get rid of the Danes, and what were the results?
 3. What steps did Henry I. take to gain the good will of his subjects?
 4. Write as fully as you can on one of the following:—The Provisions of Oxford, the Statutes of Kilkenny, or the Spanish Armada.
 5. Tell all you know of the Bill of Rights.
 6. What men were largely instrumental in stopping the slave trade and slavery in the West Indies? Tell what you can of their work.
 7. Assign important events to the following dates: 1295, 1314, 1689, 1713, 1800, 1829.
-

CANADIAN HISTORY. (Time, 1 hour.)

1. Write five important statements regarding the Company of One Hundred Associates.
2. Write brief but comprehensive notes on five of the following :—M. de Mezy, Braddock, Peace of Paris, Clergy Reserves, Reciprocity Treaty, Ashburton Treaty, Riel, Sir James Douglas, Samuel de Champlain and Lord Durham.
3. What was the immediate cause of the war between the French and English in America in 1754?
4. Name the Provinces of the Dominion of Canada. Give the date on which each entered Confederation. What matters are managed by Provincial Parliaments and what by the Dominion Parliament? Give two examples of each. When may the Governor-General veto Provincial legislation?
5. Write on one of the following only :—
 - (a.) When and by whom was the Constitutional Act passed? What were its five chief provisions? Whom was it calculated to satisfy, and by whom was it opposed, and why?
 - (b.) When and by whom was the Act of Union passed? What were its five chief provisions? In what respects do you consider it more favourable to Canada than the Constitutional Act?

GEOGRAPHY. (Time, 1½ hours.)

1. Upon what does the temperature of a place chiefly depend? Name three other conditions that may modify climate.
2. Write a short description of Java, its people and their work.
3. Where is coal chiefly found in Canada, and to what countries is it exported?
4. What are the four chief industries of British Columbia?
5. Write brief notes on the following Canadian industries: Nickel mining; preparation of wood pulp; lobster packing; wheat-growing; fruit-growing.
6. What are the chief products of Brazil and of Japan?
7. Draw a map of Australia, marking on it the political divisions, with the chief town in each.

ARITHMETIC AND BOOK-KEEPING. (Time, 1½ hours.)

1. Multiply \$45.39 by 5006 and divide the result obtained by 2503.
2. Make out a bill of the following articles :—12½ pounds of tea at 40 cents a pound, 8 oranges at 18 cents a dozen, 15 pints of milk at 12 cents a quart, and 90 pounds of potatoes at \$20 a ton.
3. Draw a line about four centimeters long. Divide it into centimeters, and divide one of these centimeters into millimeters.
4. From the sum of 4.5 and 4.05 take the product of 1.005 and .01 and divide the result by .05.
5. I buy two farms for \$1,000 each. One of them I sell at a gain of 20%, the other at a loss of 10%. How much do I get for both? What % do I gain on my investment?

-
6. You owe R. Green \$65 on account and pay him to-day \$15.25. Write out a copy of the receipt you would expect to get.
 7. You buy a horse to-day from J. Smith for \$80, paying half cash and giving a promissory note for the balance, payable in three months, with interest at 8 % per annum. When must you make this second payment? What will it amount to? Write out a copy of the note you would give.
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NATURE STUDY AND HYGIENE. (Time, 1 hour.)

1. What is the work of the lungs? How may we enable them to do their work satisfactorily?
 2. How does tobacco affect the heart?
 3. What is the effect of alcohol on the muscles?
N. B.—Answer only one part of each of the following :—
 4. (a.) In what five ways may wind do good?
(b.) Of what use is frost? What damage may it do?
(c.) What are the two chief uses of rain?
 5. (a.) Which is heavier, water or coal oil, cream or milk, water or wood? Glass sinks in water. Why does a corked bottle float?
(b.) Why do water-pipes burst when the water in them freezes?
(c.) What might happen to a corked bottle filled with water, if the water began to boil? Why?
 6. (a.) How are rocks changed to sand? Can sand be changed again to rock? If so, how?
(b.) How can you distinguish quartz from calcite and from rock salt; gold from iron pyrites?
 7. (a.) What common garden flower resembles the clover blossom in form? How many clover blossoms may be found on one stalk?
(b.) What four parts of plants are commonly used as food? Give two plants of each kind.
(c.) Which should be planted more deeply, a sweet pea or a pansy seed? Why?
 8. (a.) Contrast the bill, feet and feathers of a hen with those of a duck. Explain why they differ.
(b.) What is peculiar about a bird's bones? What are the advantages of this?
 9. (a.) Draw a diagram of the Dipper and the North Star. What are the two stars opposite the handle called? Why?
(b.) In what direction does your shadow point, (1) in the morning, (2) at noon, and (3) at sunset?
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APPENDIX D.

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HIGH SCHOOL EXAMINATION, 1905.

— o —

Junior Grade.

ENGLISH GRAMMAR. (Time, 2 hours.)

1. *Customs, spectacles, manners, effects, politics, optics* :—Comment on the number of each of these nouns.
2. Classify the adjectives in this stanza :—

And his drooped head sinks gradually low—
And through his side the last drops, ebbing slow
From the red gash, fall heavy, one by one,
Like the first of a thunder-shower.
3. Point out the difference in meaning between: (a.) *later* and *latter*; (b.) *elder* and *older*; (c.) *further* and *farther*.
4. "We may classify adverbs on three different principles": State the principles. Which of these classifications is most important in the study of language.
5. Insert "shall" or "will" in the following elliptical sentences :—

(a.) Futurity :—I —— come to-morrow; You —— get back late; He —— arrive first.

(b.) Question :— —— I pass; —— you pass; —— he pass.

(c.) Determination :—I —— have my own way; You —— have your own way; He —— have his own way.

(d.) Promise :—I —— pay you to-morrow; You —— be paid to-morrow; He —— be paid to-morrow.
6. What are the prefixes in the following words? Give their force :—*Extract, misuse, retrograde, antecedent, antipathy, accede, ignoble, immense*.
7. What is the general rule for the use of the indicative or the subjunctive mood in dependent sentences? Illustrate fully.
8. Factitive object, cognate objective, adverbial adjunct of the predicate, ethical dative, retained object; give an illustration of each of these.
9. Explain briefly the inflexion and syntax of the words in italics :—

(a.) The rose would *smell* as *sweet*.

(b.) *Better dwell* in the midst of alarms.

(c.) I *had* rather *go*.

(d.) And while his harp *responsive rung*.

(e.) He reads more than you *do*.

(f.) *Right* against the stream they pulled.

(g.) *Quite* within my recollection.

(h.) The King will bind thee by such vows *as is* a shame
A man *should* not *be bound by*, yet *the* which
No man can keep, but *so* thou *dread* to swear
Pass not beneath this gateway, but abide
Without, among the cattle of the field.
10. Indicate the clause relationships in extract (h) of the preceding question.

COMPOSITION. (Time, 2 hours.)

[Write neatly and punctuate intelligently.]

- A. There lies a vale in Ida, lovelier
Than all the valleys of Ionian hills.
The swimming vapour slopes athwart the glen,
Puts forth an arm and creeps from pine to pine,
And loiters, slowly drawn. On either hand
The lawns and meadow-ledges midway down
Hang rich in flowers, and far below them roars
The long brook falling through the cloven ravine
In cataract after cataract to the sea.
- B. The oriental method of administering justice, in days gone by, is neatly travestied in a little story of which I have recently seen several versions. As a burglar was trying to break into the house of a citizen of Cairo, the frame-work of the second-story window to which he clung, gave way and he fell to the street, breaking a leg. Limping before the Cadi, he indignantly demanded that the owner of the house be punished. "You shall have justice," said the judge. The owner being summoned claimed that the accident was due to the poor wood-work and that the carpenter not he was to blame. "That sounds reasonable," said the Cadi, "let the carpenter be called." The carpenter admitted that the window was defective, "but how could I do any better," said he, "when the mason-work was out of plumb?" "To be sure," replied the judge and he sent for the mason. The mason could not deny that the coping was crooked. He explained that while he was placing it in position his attention was distracted from his work by a pretty girl, in a blue tunic, who passed on the other side of the street. "Then you are blameless" said the Cadi, and the girl was sent for. "I admit," said she, "that I am pretty, but that's not my fault; and if my blue tunic attracted the mason's attention, the dyer, not I, is responsible." "That's good logic," said the judge, "let the dyer be called." The dyer came and pleaded guilty. "Take the wretch," said the Cadi, to the thief, "and hang him to his own door-post." The people applauded this wise sentence and hurried off to carry it out. Soon they returned and reported that the dyer was too tall to be hung from his door-post. "Find a short dyer and hang him instead," said the Cadi, with a yawn; "let justice be done though the heavens fall."
- C. I was frightened at my novel-reading propensities, and resolved not to look into one for a year. 2. The book will not fail of a permanent place in literature, because it is badly written. 3. "There is no difference," said the elm, "between the sap in our trunks and the other trees of the forest." 4. For Sale.—A handsome blood-bay gentleman's driving horse, 7 years old, 16 hands high, perfectly sound. 5. They were a family which not only had the art of accumulating wealth, but of expending it with taste and generosity. 6. He opened the book, showing me the passage he had marked. 7. He was a bright, sober, manly little fellow and a universal favourite with us all. 8. I wish to destroy a delusion prevalent in many minds. 9. This shop will be closed until six p. m. until farther notice. 10. I returned to my old home after twelve years absence from Boston. 11. They are obliged to devote a great portion of their time to an uncongenial study, to the neglect of one which they would take pleasure in pursuing. 12. We were ushered into a gallery one hundred feet long, and which occupied a great portion of the northern side of the castle. 13. The prisoner was launched into eternity. 14. In this connection, let me say that the entertainment was under the auspices of His Honour the Lieutenant-Governor. 15. She is awfully pretty, and we like her immensely. 16. They called into requisition the services of the family physician. 17. When you have finished your exam. 'phone me and I will get my bike and meet you at the gym. 18. The deceased was aged six years, and the funeral was held at his late home yesterday, Reverend L. H. Blank officiating. 19. The children expected to spend the whole day on the common. It was a lively place on training day. There would be a review and perhaps a sham fight. 20. As we

were three miles from any house in which I could obtain shelter, I was afraid of catching a severe cold, but trying to make the best of it I started to run those three miles and thus keep warm.

- D. (a.) All grass is green; leaves are green; therefore leaves are grass. (b.) All Frenchmen are fond of frogs' legs; John Bull is not a Frenchman therefore John Bull is not fond of frogs' legs. (c.) Nothing is better than wisdom; bread is better than nothing; therefore bread is better than wisdom. (d.) Some clever men are dishonest; no good man is dishonest; therefore some clever men are good. (e.) Football should be stopped because it is the cause of many accidents.

1. Describe the valley pictured in A.
2. Give the opening and closing words of each of the paragraphs into which you would divide B.
3. Unity, Clearness, Force, and Taste are cardinal qualities of style. Explain in which of these particulars, and why, each of the sentences in C. is defective. Re-write the sentences correcting their defects of style.
4. Examine the truth or falsity of the conclusions in D.
5. Write a short story based on the following stanzas:—

"O Mary, go and call the cattle home,
 And call the cattle home,
 And call the cattle home,
 Across the sands o' Dee;"

The western wind was wild and dark wi' foam
 And all alone went she.
 The creeping tide came up along the sand,
 And o'er and o'er the sand,
 And round and round the sand,
 As far as eye could see;
 The blinding mist came down and hid the land—
 And never home came she.
6. Write a letter to a friend describing the daily routine of your school work.

ENGLISH LITERATURE. (Time, 3 hours.)

- A. 1. The following passages are found in your Fifth Reader; who is the author of each and what is the title of the work from which each is taken?—
- (a.) "O rise, our strong Atlantic sons,
 When war against our freedom springs!
 O speak to Europe thro' your guns!
 They can be understood by Kings."
 - (b.) "I would not have the horse I drive
 So fast that folks must stop and stare;
 An easy gait—two forty-five—
 Suits me; I do not care;
 Perhaps for just a single spurt
 Some seconds less would do no hurt."
 - (c.) "Who is he that cometh like an honour'd guest,
 With banner and with music, with soldier and with priest,
 With a nation weeping, and breaking on my rest?
 Mighty seaman, this is he
 Was great by land as thou by sea."

- (d.) "O nightingale! thou surely art
A creature of a 'fiery heart':
These notes of thine—they pierce and pierce—
Tumultuous harmony and fierce!"
- (e.) "Darkling I listen; and for many a time
I have been half in love with easeful death,
Call'd him soft names in many a mused rhyme
To take into the air my quiet breath."
- (f.) "What thou art we know not:
What is most like thee?
From rainbow clouds there flow not
Drops so bright to see
As from thy presence showers a rain of melody."
- (g.) "Flowers laugh before thee on their beds
And fragrance in thy footing treads;
Thou dost preserve the stars from wrong,
And the most ancient heavens through thee are fresh and strong."
- (h.) "The darkest day in any man's earthly career is that wherein he first fancies that there is some easier way of gaining a dollar than by squarely earning it."
- (i.) "It is not strange, therefore, that they gladly accepted for him, when he was in his eighteenth year, a writership in the service of the East India Company, and shipped him off to make a fortune or to die of a fever at Madras."
- (j.) "In rural occupations there is nothing mean and debasing. It leads a man forth among scenes of natural grandeur and beauty; it leaves him to the workings of his own mind operated upon by the purest and most elevating of natural influences."

2. Explain the references in the following:—

- (a.) "Men are the merest *Ixions*."
- (b.) "We see some of our poets have been so indiscreet as to imitate *Hudibras' doggerel*."
- (c.) "It quickens lands whose meteor lights flame in an Arctic sky
And lands for which *the Southern Cross* hangs its orb'd fires on high."
- (d.) "Then the officer of *the Eleven* came in."
- (e.) "Plato, anticipating the reviewers,
From *his republic* banished without pity
The poets."
- (f.) "While I am lying in the grass
Thy *two-fold shout* I hear."
- (g.) "My heart aches, and a drowsy numbness pains my sense as though of *hemlock* I had drunk."
- (h.) "Then he (O'Connell) had a voice that covered *the gamut*."
- (i.) "Push off and, sitting well in order, smite
The sounding furrows."

3. Quote at least three consecutive stanzas from one of the following:—Coleridge's *The Ancient Mariner*; Browning's *The Ride from Ghent to Aix*; Lowell's *The Vision of Sir Launfal*; Tennyson's *The Death of Wellington*.

4. Name at least ten English poets whose works are represented in your Fifth Reader.

B. 1. The following quotations are taken from Goldsmith's *The Traveller*; explain the references:—

- (a.) "Eternal blessings Crown *my earliest friend*."
- (b.) "The naked negro, panting at *the line*."
- (c.) "How often have I led thy sportive choir,
With *tuneless pipe*."

- (d.) "And the gay grandsire, skill'd in *gestic lore*."
 (e.) "*Thou transitory flower*, alike undone
 By proud contempt, or favour's fostering sun,
 Still may thy blooms the changeful clime endure."
 (f.) "Have we not seen, round Britain's peopled shore,
 Her *useful sons exchanged for useless ore*?"
2. Reproduce in prose Goldsmith's description of the Swiss people.
 3. Quote three consecutive stanzas of—
 (a.) Wordsworth's *The Green Linnet*, or *To the Cuckoo*.
 (b.) Scott's *The Outlaw*, or *The Rover*.
 4. A short sketch of Keats' life.

BRITISH HISTORY. (Time, 2 hours.)

1. Show by a genealogical chart why on the death of Elizabeth the Crown of England passed to James VI. of Scotland.
2. Give an account of the Feudal System, and compare it with the system of land tenure in Anglo-Saxon times.
3. Sketch briefly the rise and course of the Civil War between Charles I. and his Parliament; giving a list of the battles, with dates and results.
4. "During the reign of William and Mary, much useful legislation and some important measures were enacted, in addition to the great statute with which the reign opened." Prove this by naming the measures, and giving their chief provisions.
5. Under what treaty were Hudson's Bay Territory, Newfoundland and Nova Scotia acknowledged as British soil? What Ministers arranged the treaty, and when was it signed?
6. Write concise notes on:—

Robert Clive,	Thomas More,	Francis Bacon,
Pitt, Earl of Chatham,	Anselm,	Rowland Hill.
John Bunyan,	Henry, Lord Darnley,	

CANADIAN HISTORY. (Time, 2 hours.)

1. Name, with dates, the chief explorers earlier than the 17th Century, of: (a.) the Atlantic Coast; (b.) the Pacific Coast of America.
2. "In 1672 there arrived at Quebec the most famous of all the Governors of New France." Give a brief account of his career as Governor.
3. When and in what way did England finally acquire Acadia? What parts of America were given to the English and what parts to the French by the Treaty of Utrecht?
4. Name the different Provinces of British America as they existed during the period next following the close of the Seven Years' War. Describe the extent, at that time, of Quebec and Nova Scotia, respectively.
5. "During this period (1791-1812) there was a marked increase in the population of all the provinces." Give the particulars of the various migrations of which this increase was the result.

6. Draw a map of the "Niagara Frontier," indicating strategic points of the War of 1812.
7. Three men by the name of M. Kenzie have been rather famous in Canadian History. In what way and when, respectively?
8. Write a full account of Lord Durham's mission to Canada.
9. Give details of the Oregon Treaty.
10. Name in chronological order the Governors-General since Confederation; and note briefly one or two events of Canadian history that especially marked the respective periods during which they held office.

GEOGRAPHY. (Time, 2 hours.)

1. Draw an outline map (the full size of your paper) of Western Canada and Alaska, from the eastern boundary of Manitoba. Mark carefully the chief physical and political features; mountains, passes, rivers, lakes, provinces, territories about to become provinces, chief towns and railways.
2. Describe, concisely but with geographical accuracy, the voyage from St. Petersburg to Vladivostock, *via* the Suez Canal—naming the bodies of water through which you would pass, and what would be seen on either hand.
3. Name and carefully locate and describe the chief canals of Canada. What is the difference of level between Lake Superior and the Atlantic? How is this accounted for? What has been the effect of this difference on the development of internal communication?
4. Write a comprehensive description of Jamaica, under the following headings:—
Position and size; surface; coast line; climate; industries; population and towns.
5. "The only general statement which can be made respecting the climate of Canada is that it is for the most part 'continental,' as distinguished from the 'oceanic' or 'insular' type." Explain and prove this, giving the general range of temperature and note any exceptionally favoured sections.
6. Name, without description, the chief plants and animals of Australia. How are the latter differentiated from our own?
7. Where and what are the following:—

Tortola,	Geelong,
Antigonish,	Maelstrom,
Thun,	Chilcotin,
Levis,	Suva,
Socotra,	Hecla.

ARITHMETIC. (Time, $2\frac{1}{2}$ hours.)

[Omit either the 10th or the 11th question.]

1. Resolve the number 3456649728 into prime factors, and from these determine the cube root of the given number.
2. Why is it that you may multiply by 125 by adding three ciphers to the multiplicand and dividing the result by 8?
3. The pressure of the atmosphere is $14\frac{3}{4}$ lbs. to the square inch. Find the pressure in kilogrammes to the square centimetre.

4. In a class of 30 boys, 7 are 9 yr. old, 15 are 10 yr. old, 2 are 11 yr. old, 1 is 12 yr. old, and the rest are 13 yr. old. What is the average age of the class?
5. A bookseller gives a discount of 5 % for cash and allows beside a special discount of 10 % on the cash price. What would be the marked price of books bought on these terms for which \$6.84 was paid by the customer?
6. A trader gets 500 bbl. of flour insured for 75 % of its cost @ $2\frac{1}{5}$ %, paying \$80.85 premium. At what price per barrel did he purchase the flour?
7. For what sum must a note be drawn on July 3rd, @ 3 months, so that discounted immediately it may produce \$501.69, money being worth 7 %?
8. Divide \$166.50 among A, B, and C, in proportion to $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{6}$, respectively.
9. The area of a trapezoid is 306 sq. yd., and the parallel sides are 81 ft. and 72 ft. in length. Find the distance between them.
10. What is the volume of a cylindrical gas-holder 140 ft. in diameter and 120 ft. high.
11. When \$7,300 is paid in Toronto for a Bill of Exchange on Liverpool for £1,500, how is sterling exchange quoted?

ALGEBRA. (Time, 3 hours.)

1. (a.) Remove the brackets and collect like terms—

$$a - [b - \{ -b - (a + b) - a \} - (-a + b) - a] + b.$$

- (b.) Find the value of—

$$(a + b - c)^2 + (b + c - a)^2 + (c + a - b)^2 \text{ when } a = -b = c = 2.$$

2. Factor—

- (a.) $x^2 - 16(x - 4).$

- (b.) $a^3 - 1 + c - ac.$

- (c.) $x^2 - 2x + 1 - y^2.$

- (d.) $15x^2 - 4x - 35.$

- (e.) $x^2 + (2a + b)x - ab - 3a^2.$

3. Solve the following equations—

- (a.) $\frac{2}{3}(4x - 1) - \frac{1}{7}(3x + 2) = 6 - \frac{1}{9}(2 - 5x).$

- (b.) $\frac{x - y}{3} = \frac{2x + 3y}{5} = -4.$

4. (a.) Find the square root of—

$$4a^2 + c^2 - 12ab + 4ac - 6bc + 9b^2.$$

- (b.) Find the cube root of—

$$8a^3 - 36a^2b^2c + 54ab^4c^2 - 27b^6c^3.$$

- (c.) Simplify—

$$\left(x - y - \frac{4y^2}{x - y} \right) \left(x + y - \frac{4x^2}{x + y} \right) \div \left\{ 3(x + y) - \frac{8xy}{x - y} \right\}$$

5. If the floor of a room were 9 feet longer and 6 feet narrower it would take 4 square yards less carpet; but if it were 6 feet shorter and 6 feet wider it would not change its area. Find its dimensions.
6. In a certain family each son has as many brothers as sisters, but each daughter has twice as many brothers as sisters. How many children are in the family?
7. (a.) Find the H. C. F. of $2x^3 - 5x + 6$ and $4x^3 + x^2 - 12x + 4.$
 (b.) Find the L. C. M. of $6(a^4 - a^2b^2)$; $18ab(a^3 - b^3)$; $9b(a^3b + b^4).$

GEOMETRY. (Time, 3 hours.)

1. Any two sides of a triangle are together greater than the third side.
2. If a parallelogram and a triangle be on the same base and between the same parallels, the parallelogram will be double the triangle.
3. The square described on the hypotenuse of a right-angled triangle is equal to the sum of the squares described on the other two sides.
4. Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.
5. Of all triangles on a given base and of given area the isosceles triangle has the least perimeter.
6. Bisect a triangle by a straight line drawn through a given point in one of its sides.
7. Give the enunciations of the following propositions of Book I.:—7, 46, 37, 25.

BOOK-KEEPING. (Time, 1½ hours.)

Grand Forks, June 1st, 1906.—James Jones commences the Dry Goods business with the following assets: Mdse., \$1,000; Cash, \$750.

- June 2.—Sold Samuel Robson on acct. 65 yds. Canadian tweed, @ \$1.
 " 5.—Bought from J. G. Hunt on acct. Mdse., as per invoice No. 1, \$37.50.
 " 6.—Paid for Stamps and Stationery, \$2.50.
 " 7.—Sold Samuel Robson for cash, 45 yds. silk, @ \$1.50.
 " 11.—Bought of J. G. Hunt for cash, Mdse., as per invoice No. 2, \$62.50.
 " 14.—Paid R. Smith for painting store, cash \$15.
 " 21.—Paid J. G. Hunt on acct., cash \$37.50.
 " 23.—Sold Samuel Robson on his note at 10 days, 500 yds. cotton, @ 4c.
 " 25.—Bought of J. G. Hunt on our note at 30 days, Mdse. as per invoice No. 3, \$100.
 " 28.—Received from Samuel Robson on acct., cash \$25.
 " 29.—Paid Bookkeeper's salary, \$15.

Inventory June 30, 1906, Mdse. \$1,090.

1. (a.) Make the proper entries for the above transactions in the Journal, Cash Book and Ledger (the Cash Book to be used as a principal book).
 (b.) Write out Samuel Robson's note so that it may be: (1.) Non-negotiable; (2.) negotiable by indorsement; (3.) negotiable without indorsement.
2. (a.) What are books of original entry?
 (b.) When is a note said to be: (1.) Dishonored? (2.) protested? (3.) discharged?
3. State the object and describe briefly the process of closing the Ledger.

PHYSIOLOGY. (Time, 2 hours.)

1. "The albuminous or proteid substances are by far the most characteristic organic compounds in the body." Why? Name the more important albumens of the body, and show where they are found.
2. Describe the location and function of the sudoriparous glands. How numerous are they? How much do they secrete daily?
3. Explain concisely the process of digestion until the chyme passes into the duodenum.

4. Describe the auriculo-ventricular valves, and show what function the chordæ tendineæ perform in relation to them.
5. "The glenoid fossa being much shallower than the acetabulum the range of movement is greater." Explain this statement. What are the six movements which can be performed by the hip joint?
6. What is the chemical composition of pure air by volume? What does it gain and lose in its passage through the lungs? Give the temperature of expressed air.
7. Show the prevalent ignorance of nutritive values as illustrated by the use of pork and potatoes as foods—and of alcoholic stimulants and non-alcoholic excitants as beverages.
8. What functions are performed by the first, second and eighth pairs of cranial nerves? What fibres are found in the posterior spinal nerve-roots? What in the anterior?

PHYSICAL SCIENCE. (Time, 2 hours.)

1. Is heat absorbed or set free in the process of evaporation? Illustrate your answer by reference to an experiment.
2. Why is a vessel of water heated more quickly if heat is applied at the bottom than if it is heated at the top? Draw a diagram to illustrate the movements of a liquid heated from below.
3. If 7 lbs. of water at 25° are mixed with 3 lbs. at 65°, what will be the temperature of the mixture?
4. Describe the changes in volume which take place as the temperature of a piece of ice is gradually raised until the ice becomes water and the water is converted into steam.
5. What are the chief properties of oxygen? Describe the experiments you would make to illustrate these properties.
6. When a candle burns in air, certain substances are produced which differ from the wax of the candle and from the air. How would you prove this?

FRENCH. (Time, 2 hours.)

1. Write the feminine of the following masculine adjectives:—*Muet, cruel, pareil, indien, bon, complet, sec, sot, public, nul, long, gros, grec, frais, faux, doux, bas, blanc, bref, franc.*
2. To form the plural in French we generally add -s to the singular; what exceptions are there to this rule? Illustrate by examples.
3. Write the Cardinal numbers from 1 to 30 inclusive.
4. How is the stem of a regular verb obtained? What are the stems of *porter, finir, recevoir* and *vendre*, respectively? What is the approximate number of verbs belonging to each of the four conjugations?
5. The principal parts of a verb are the infinitive, the present participle, past participle, present indicative, and preterite; name the tenses that are derived from each of these parts and show how each tense is formed.

6. Write in both numbers and in the three persons :—

- (a.) The indicative preterite, active, of *porter*.
- (b.) The indicative future, active, of *finir*.
- (c.) The subjunctive imperfect, active, of *recevoir*.
- (d.) The indicative present, active, of *vendre*.

7. Write in French :—

- (a.) It is certain that the king is dead. The king is dead ; is that certain?
- (b.) He does not give it to me.
- (c.) I have seen the house and I am delighted with it.
- (d.) I am taller than he.
- (e.) Who has lost his purse? I.
- (f.) My horse and his.
- (g.) The man who works ; the man of whom I speak ; the flower which we found.
- (h.) Which man? which woman? which horses? what a fine horse!
- (i.) They love each other.
- (j.) Is anybody at your house?

GREEK. (Time 2 hours.)

A. Translate—

ἐντεῦθεν ἐξελαύνει διὰ τῆς Βαβυλωνίας σταθμούς τρεῖς παρασάγγας δώδεκα. ἐν δὲ τῇ τρίτῳ σταθμῷ Κῦρος ἐξέτασιν ποιεῖται τῶν Ἑλλήνων καὶ τῶν βαρβάρων ἐν τῇ πεδίῳ περὶ μέσας νύκτας· ἐδόκει γάρ τῇ αὐρίῳ ἤξειν βασιλέα σὺν τῷ στρατεύματι μαχομένον. καὶ ἐκέλευε Κλέαρχον μὲν τοῦ δεξιοῦ κέρως ἡγείσθαι, Μένωνα δὲ τοῦ εὐωνύμου, αὐτὸς δὲ τοὺς ἑαυτοῦ διέταξε. μετὰ δὲ τὴν ἐξέτασιν ἅμα τῇ ἡμέρᾳ ἦκοντες αὐτόμολοι παρὰ μεγάλου βασιλέως ἀπήγγελλον Κύρῳ περὶ τῆς βασιλέως στρατιᾶς.

1. “διὰ τῆς Βαβυλωνίας.” What other case does διὰ govern? What is its meaning then?
2. Give principal parts of ἐξελαύνει, ἐδόκει, μαχομένον, ἡγείσθαι, ἀπήγγελλον.
3. “περὶ μέσας νύκτας.” Why the plural?

B. Translate—

μετὰ δὲ τὴν κρίσιν τοῦ Ὀρόντα Κλέαρχος ἐξήγγελλε τοῖς φίλοις ὡς ἐγένετο· οὐ γὰρ ἀπόρρητον ἦν. ἔλεξε δὲ ὅτι Κῦρος ἦρχε τοῦ λόγου ὧδε. “Παρακάλεσα ὑμᾶς, ἄνδρες φίλοι, ὅπως σὺν ὑμῖν βουλευόμενος ὁ τι δίκαιόν ἐστι καὶ πρὸς θεῶν καὶ πρὸς ἀνθρώπων τοῦτο πράξω περὶ Ὀρόντα τούτου. τούτον γὰρ πρῶτον μὲν ὁ ἐμὸς πατὴρ ἔδωκεν ὑπήκοον εἶναι ἐμοί· ταχθεὶς δὲ ὡς ἔφη αὐτὸς ὑπὸ τοῦ ἐμοῦ ἀδελφοῦ οὗτος ἐπολέμησεν ἐμοί· ἔχων τὴν ἐν Σάρδεσιν ἀκρόπολιν, καὶ ἐγὼ αὐτὸν προσπολεμῶν ἐποίησα τοῦ πρὸς ἐμὲ πολέμου παύσασθαι.”

1. Give the derivation of εὐωνύμου, αὐτόμολοι, in extract A, and of ἀπόρρητον, ὑπήκοον, ἀκρόπολιν, in extract B.
2. “ὅπως τοῦτο πράξω.” What is the mood and tense of πράξω?
3. Decline κρίσιν, ἄνδρες, πατὴρ, ἐμοί, Σάρδεσιν.

C. Translate—

ὤρμησαν γὰρ ὥσπερ περὶ νίκης κατὰ γηλόφου, ἔχοντες τοὺς τε καλοὺς χιτῶνας καὶ τὰς ποικίλας ἀναξυρίδας, ἐνιοὶ δὲ καὶ στρεπτοὺς περὶ τοῖς τραχήλοις καὶ ψέλια περὶ ταῖς χερσίν· εὐθὺς δὲ σὺν τούτοις εἰσεπήδησαν εἰς τὸν πηλὸν καὶ ἐξεκόμισαν τὰς ἀμάξας. ὁ δὲ Κῦρος ἔσπευδε πᾶσαν τὴν ὁδὸν καὶ οὐ διέτριβεν ὅπου μὴ ἐπισιτισμοῦ ἕνεκα ἢ (στ) τινος ἄλλου ἔδει. ἐβούλετο γὰρ τὸν Ἀρταξέρξην ἀπαράσκευν λαμβάνειν.

LATIN. (Time, 3 hours.)

[NOTE.—The translation from Latin should be into *idiomatic* English.]

A. Translate—

Prinus autem gradus fuit capessendae rei publicae bello Corcyraeo: ad quod gerendum praetor a populo factus non solum praesenti bello, sed etiam reliquo tempore ferociorem reddidit civitatem. Nam cum pecunia publica, quae ex metallis redibat, largitione magistratuum quotannis interiret, ille persuasit populo ut ea pecunia classis centum navium aedificaretur. Qua celeriter effecta, primum Corcyraeos fregit, deinde maritimos praedones consectando mare tutum reddidit. In quo cum divitiis ornavit, tum etiam peritissimos belli navalis fecit Athenienses.

1. "*capessendae rei publicae*." Explain the construction.
2. "*ad quod gerendum*." In how many other ways may this be expressed?
3. "*ex metallis redibat*." Where were these mines situated? What precious metal was obtained from them?
4. "*Corcyraeos fregit*." Locate Corcyra accurately.
5. Give the principal parts of *capessendae*, *gerendum*, *reddidit*, *persuasit*, *fregit*.

B. Translate—

Interfuit autem pugnae navali apud Salamina, quae facta est prius quam poena liberaretur. Idem praetor fuit Atheniensium apud Plataeas in proelio, quo barbarorum exercitus fusus Mardoniusque interfectus est. Neque aliud est ullum huius in re militari illustre factum quam huius imperii memoria, iustitiae vero et aequitatis et innocentiae multa: in primis, quod eius aequitate factum est, cum in communi classe esset Graeciae simul cum Pausania, quo duce Mardonius erat fugatus, ut summa imperii maritimi ab Lacedaemoniis transferretur ad Athenienses: namque ante id tempus et mari et terra duces erant Lacedaemonii. Tum autem et intemperantia Pausaniae et iustitia factum est Aristidis, ut omnes fere civitates Graeciae ad Atheniensium societatem se applicarent et adversus barbaros hos duces deligerent sibi.

1. "*pugnae navali apud Salamina*." When was this battle fought?
2. "*apud Plataeas*." Where was Plataea?
3. "*omnes fere civitates Graeciae ad Atheniensium societatem se applicarent*." What was this Confederation called? When was it formed? Where was the treasury?
4. Write brief biographical notes on Mardonius and Pausanias.
5. Decline throughout, *Salamina*, *aliud*, *re*, *classe*, *mari*.

C. Translate—

Confluxerat apud Rhodanum cum P. Cornelio Scipione consule eumque pepulerat. Cum hoc eodem Clastidii apud Padum decernit sauciumque inde ac fugatum dimittit. Tertio idem Scipio cum collega Tiberio Longo apud Trebiam adversus eum venit. Cum iis manum conseruit: utrosque profligavit. Inde per Ligures Appenninum transiit, petens Etruriam. Hoc itinere adeo gravi morbo afficitur oculorum, ut postea numquam dextro aequè bene usus sit. Qua valetudine cum etiam tum premeretur lecticaque ferretur, C. Flaminium consulem apud Trasumenum cum exercitu insidiis circumventum occidit, neque multo post C. Centenium praetorem cum delecta manu saltus occupantem. Hinc in Apuliam pervenit. Ibi obviam ei venerunt duo consules, C. Terentius et L. Aemilius. Utriusque exercitus uno proelio fugavit, Paulum consulem occidit et aliquot praeterea consulares, in iis Cn. Servilium Geminum, qui superiore anno fuerat consul.

1. Three great battles are referred to in this extract; locate accurately where each was fought and give the date of each battle.
2. Quote from this extract a line showing that Rome was governed by Consuls not by Kings.
3. Over which pass is Hannibal supposed to have crossed into Italy?

D. Translate into Latin—

Hannibal met the Romans a second time in battle and defeated them.—Two Roman Consuls were killed by him in the same year.—The King of Persia carried on war against Greece by land and sea.—The Athenians sent men to Delphi to consult the priestess.—He persuaded them that all their property should be removed to Salamis.—Before that time the supreme power was in the hands of the Lacedaemonians.

—————o—————

Intermediate Grade.

ENGLISH GRAMMAR. (Time, 2 hours.)

And some among you held, that if the king
 Had seen the sight he would have sworn the vow ;
 Not easily, *seeing* that the king *must guard*
 That which he rules, and is *as but* the hind
 To whom a space of land is given *to plough*,
 Who may not wander from the allotted field
 Before his work *be done* ; but, *being* done,
 Let visions of the night or of the day
Come, as they *will* ; and *many* a time they come,
 Until this earth he walks on seems not earth,
 This light that strikes his eyeball is not light,
 This air that smites his forehead is not air
But vision.

1. Some of the "stocks" of the Aryan family of languages are the Celtic, Romanic, Hellenic, and Teutonic ; to which of these, respectively, do the Welsh, Irish, Portugese, English, German and Icelandic languages belong ? Name the "dead" languages which belong to any of these stocks.
2. Select from the passage above all the words that are not of Teutonic origin, and designate the source or sources from which they are respectively derived.
3. Indicate by means of the letters which represent them all the elementary sounds which, combined, make up the words, respectively, of the first two lines.
4. Are there in the first four lines any instances of unphonetic spelling ? Of true diphthongs ?
5. Write grammatical notes suggested by the etymology or syntax of the italicised words.
6. Indicate the relationship of the clauses in the passage.

COMPOSITION AND RHETORIC. (Time, 2 hours.)

- A. That he might make his appearance before his mistress in the true style of a cavalier, Ichabod borrowed a horse from the farmer with whom he was domiciliated, a choleric old Dutchman of the name of Hans Van Ripper, and, thus gallantly mounted, issued forth, like a knight-errant in quest of adventures. But it is meet I should, in the true spirit of romantic story, give some account of the looks and equipment of my hero and his steed. The animal he bestrode was a broken-down plough-horse, that had outlived almost everything but his viciousness. He was gaunt and shagged, with a ewe neck and a head like a hammer ; his rusty mane and tail were tangled and knotted with burrs ; one eye had lost its pupil, and was glaring and spectral ; but the other had the gleam of a genuine devil in it. Still

he must have had fire and mettle in his day, if we may judge from the name he bore, of Gunpowder. He had, in fact, been a favourite steed of his master's, the choleric Van Ripper, who was a furious rider, and had infused, very probably, some of his own spirit into the animal; for, old and broken-down as he looked, there was more of the lurking devil in him than in any young filly in the country.

B. Ichabod was a suitable figure for such a steed. He rode with short stirrups, which brought his knees nearly up to the pommel of the saddle; his sharp elbows stuck out like grasshoppers'; he carried his whip perpendicularly in his hand, like a sceptre, and, as his horse jogged on, the motion of his arms was not unlike the flopping of a pair of wings. A small wool hat rested on the top of his nose, for so his scanty strip of forehead might be called; and the skirts of his black coat fluttered out almost to the horse's tail. Such was the appearance of Ichabod and his steed, as they shambled out of the gate of Hans Van Ripper, and it was altogether such an apparition as is seldom to be met with in broad daylight.

1. Give an appropriate title for this extract. Why is it appropriate?
2. Write a paraphrase of paragraph (A.), using the fewest and simplest words possible; but without omitting any essential details of the picture.
3. Discuss the unity: (a.) Of the extract as a whole; (b.) of each paragraph separately; (c.) of the first and of the last sentence of the extract.
4. "Seek so to place words that they shall emphasize themselves; and do not make the interpretation of a sentence depend on the manner in which it is read." Find instances of the application of this rule in paragraph (A). Can you find any violation of the rule in either paragraph?
5. Eliminate the metaphorical language in paragraph (B) and note the effect.
6. Write a descriptive composition on one of the following subjects:—
 - (a.) The Expulsion of the Acadians.
 - (b.) My Favourite Novel.
 - (c.) The Approach of Spring.

ENGLISH LITERATURE. (Time, 3 hours.)

A. PROSE—

(a.) *Composition from Models.*

1. In this compilation indicate your favourite selection (a) humorous; (b) epistolary; (c.) descriptive of landscape; (d) oratorical. Name the author of each. Illustrate from the selection the qualities which specially commend it.
2. Name the selections by which Macaulay is represented here, and contrast them broadly in manner and method with the *Essay on Milton*.

(b.) *Essay on Milton.*

1. "Milton did not strictly belong to any of the classes which we have described." Reproduce briefly Macaulay's description of these "classes," and show why he holds it impossible to place Milton in any of them.
 2. (a.) "Delicacy of taste is far from Macaulay . . . ; but his erudition is great and he wears it lightly." Illustrate.
- or (b.) "Macaulay plays the advocate while posing as the critic." Cite striking instances of this. Show that "the end" is some justification of "the means" in his dealing with Milton.

3. "Macaulay was at least a brilliant rhetorician." Quote a passage of ten consecutive lines which bears out this statement.
4. Give such explanation of unfamiliar use of words and of references as will make the meaning of each of the following extracts clear, and state the point which each extract is used to illustrate :—
 - (a.) "Milton electrifies the mind through conductors."
 - (b.) "The dialogue was ingrafted on the chorus, and naturally partook of its character."
 - (c.) "The fascination of sex and loveliness was again joined to that of celestial dignity, and the homage of chivalry was blended with that of religion."
 - (d.) "A dream which for a short time restored to him that beautiful face over which the grave had closed forever led him to musings which, without effort, shaped themselves into verse."
 - (e.) "Milton lived at the very crisis of the great conflict between Oromasdes and Arimanes."
 - (f.) "They esteemed themselves nobles by the right of an earlier creation, and priests by the imposition of a mightier hand."

B. POETRY—

[N. B.—Write on Questions 4, 5, and 6, and on *any two* others.]

1. "The fact that Goldsmith in his later years knew nothing of domestic happiness would tend to heighten, for his imagination, the ideal perfection of earlier times." Illustrate from *The Deserted Village*, the poet's longing for "domestic happiness," and his heightening of this "ideal perfection."
2. Illustrate the "indirect description by which everything in *Rosabelle* is most expressively told, without one word of distinct narrative." Contrast *Jock of Hazeldean* and *Rosabelle* as specimens of ballad-writing.
3. "Surely all those stormful agonies (of Byron), this volcanic heroism, superhuman contempt, and moody desperation, with so much scowling, and teeth-gnashing, and other sulphurous humour, is like the brawling of a player in some paltry tragedy." Instance from *Childe Harold's Pilgrimage*, Canto IV., some grounds for this charge.
4. Quote from *To A Skylark* and from *Ode To A Nightingale* a stanza which exemplifies respectively Shelley's "note of dissatisfaction with the attainable," and the "marked *sensuousness*" (in no bad sense of the word) which characterised the nature of Keats.
5. Use the following verses to illustrate the poetic idealisation of a scene :—

"We paused beside the pools that lie
 Under the forest bough ;
 Each seem'd as 'twere a little sky
 Gulf'd in a world below ;
 A firmament of purple light
 Which in the dark earth lay,
 More boundless than the depth of night
 And purer than the day—
 In which the lovely forests grew
 As in the upper air,
 More perfect both in shape and hue
 Than any spreading there."
6. Annotate where necessary (as in A. (b.) (4.)), and state the poem and the connection in which each of the following extracts occurs :—
 - (a.) "The river glideth at his own sweet will."
 - (b.) "And apostolic statues climb
 To crush the imperial urn, whose ashes slept sublime."

-
- (c.) "And thou, who never yet of human wrong
Left the unbalanced scale, great Nemesis!"
- (d.) "Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away."
- (e.) "When I behold, from the night's starr'd face,
Huge cloudy symbols of a high romance."
- (f.) "The long envenom'd chain
Rivets the living links."
-

BRITISH HISTORY. (Time, 2 hours.)

1. The Amicable loan (1525).
2. {The First Act of Annates (1532).
The Second Act of Annates (1534).
3. The Pilgrimage of Grace.
4. The Reformation in Scotland (1559-1565).
5. Bate's case and the New Impositions (1606-8).
6. The Expedition to Cadiz.
7. The Star Chamber and Prynne, Bastwick and Burton.
8. The Grand Remonstrance.
9. The Solemn League and Covenant.
10. Pride's Purge.

Write comprehensively, but concisely and definitely, on *five* only of the foregoing topics.

CANADIAN HISTORY. (Time, 2 hours.)

1. Describe the explorations of British America west of the Rocky Mountains, made respectively by Cook, Vancouver, Hearne, McKenzie, Fraser, Thompson.
 2. Sketch the political history of British Columbia from 1846 to 1871.
 3. What were the grievances of the New England Colonies which led them into rebellion? Why did not the other Colonies join in the revolt against the British Government?
 4. Describe some of the provisions of the Constitutional Act, 1791.
 5. Name some of the men who took a prominent part in the struggle for Responsible Government in Canada, New Brunswick and Nova Scotia; and sketch the public career of two of them.
 6. Give some account of the conditions which made the Union of the British American Provinces a political necessity, and describe the manner in which it was consummated.
-

ROMAN HISTORY. (Time, 1 hour.)

- Write short notes on—

(a.) The Decemviri,	(c.) The Second Triumvirate,	(e.) Constantine,
(b.) Roman Roads,	(d.) Vespasian,	(f.) Julian.
- Detail the causes, progress and result of the Second Punic War.
- A short sketch of Pompey's life.
- What was the extent of the Roman Empire at the accession of Augustus?
- A short account of the various settlements of the barbarians within the Roman Empire.

GEOGRAPHY. (Time, 2 hours.)

- Three of the United States border on the Pacific. Draw a map of them, the full length of your paper, locating all the important physical and political features; paying special attention to Puget Sound.
- Describe carefully the water systems of Germany, Belgium and Holland; locating the rivers which flow into the Baltic and the German Ocean, their chief tributaries and the towns on their banks.
- Give a list of the chief commercial ports of the Mediterranean, and briefly indicate the nature of the trade transacted.
- "Not only does the sea cover a greater area than the land, but the average elevation of the land is much less than the average depth of the ocean." Explain and prove this, giving the elevation and depth and the areas referred to.
- What is meant by the undulatory theory of light? What bearing has the theory upon the existence of colours?
- Under what conditions do halos and coronas occur? When are the former most brilliant?
- Distinguish between absolute and relative humidity. Under what circumstances could relative humidity be increased without the least change in absolute humidity? What is the relative humidity at dew point? How does the hair hygrometer register the relative humidity?
- What are the most effective barriers to the spread of flora and fauna?
- Where and what are the following; mention any important events connected with them:—

Amiens,	Richmond,
Acre,	Utrecht,
Cambuskenneth,	Assaye,
Lexington,	Mafeking,
Oudenarde,	Chateauguay.

ARITHMETIC (Time, $2\frac{1}{2}$ hours.)

[Omit any one of the last four questions.]

- Explain what each figure of 40302 senary scale represents.
- By means of Arithmetical complements multiply 987 by 994.
- Explain the use of zero in decimal notation.
- Find the square root of 300155625 by means of its prime factors.
- The pressure of the atmosphere is $14\frac{3}{4}$ lbs. to the square inch. Find the pressure in kilogrammes to the square centimetre.

6. A merchant marked goods at an advance of 40 %, but in selling them he used a false balance by means of which he gave 14 oz. to the pound. His total gain being \$240, find the cost of the goods?
7. From the following data, write a note which may be discounted at the Canadian Bank of Commerce and find the proceeds when discounted :—
Face, \$584 ; date, June 21st ; time, 60 days ; discounted, June 29th ; rate of discount, $7\frac{1}{2}$ %.
8. A person buys an article and sells it so as to gain 5 %. If he had bought it at 5 % less and sold it at 5 cents less, he would have gained 10 %. Find the cost price.
9. The length of a sector is 36° , and its area is 385 sq. ft. Find the length of its arc.
10. Iron is 7.8 times as heavy as water. Find the weight of a lidless rectangular box, the outer dimensions being 6 ft. long, 4 ft. deep, and 3 ft. 6 in. wide, and the iron being 1 in. thick.
11. A. owns a farm which rents for \$411.45 per annum. If he sell the farm for \$8,229 and invests the proceeds in 6 % stock @ 105, paying $\frac{1}{2}$ % brokerage, will his yearly income be increased or diminished, and how much ?

ALGEBRA. (Time, 3 hours.)

1. Resolve the following into their simplest factors :—

(a.) $abx^3 + x + ab + 1$.

(b.) $(x^2 - a^2)b + (a^2 - b^2)x$.

(c.) $(x^2 - x)^2 - 8(x^2 - x) + 12$.

(d.) $(x^2 - y^2 - z^2)^2 - 4y^2z^2$.

2. Solve the equations—

(a.) $\frac{2x - y}{10a + 3b} = \frac{x - 3y}{4b} = \frac{y + b}{2a}$.

(b.) $x^2 - 2x = 1$.

(c.) $3x + y = 14$.

$xy = 15$.

(d.) $x + 5 = \sqrt{x + 5} + 6$.

3. Find the cube root of—

$x^6 - 6x^5 + 15x^4 - 20x^3 + 15x^2 - 6x + 1$, and

the square root of—

$9x^2 + 10x^{-2} - 4x^{-4} + x^{-6} - 12$.

4. Simplify—

(a.) $\frac{2^n \cdot 4^{n+1}}{8^{n-2}}$

(b.) $\frac{1}{343^{-\frac{2}{3}}}$

(c.) $\sqrt[3]{108} + 10\sqrt[3]{32} + \sqrt[3]{500}$.

5. A merchant pays \$125 for two kinds of goods. He sold the one kind for \$91 and the other for \$36. He thereby gained as much per cent. on the first kind as he lost per cent. on the second. How much did he pay for each kind ?
6. A farmer wished to receive \$2.88 for a certain number of eggs. But he broke 6 eggs and in order to receive the desired amount he increased the price of the remaining eggs $2\frac{2}{3}$ cents a dozen. How many eggs had he originally ?

GEOMETRY. (Time, 3 hours.)

1. To describe a square that shall be equal to a given rectilineal figure.
 2. Any rectangle is half the rectangle contained by the diagonals of the squares described upon its two sides.
 3. The diameter is the greatest chord in a circle ; and of other chords, that which is nearer to the centre is greater than one more remote.
Conversely, the greater chord is nearer to the centre than the less.
 4. In equal circles the chords, which cut off equal arcs, shall be equal.
 5. To describe a circle to pass through a given point and to touch two given straight lines.
 6. If two chords of a circle cut one another, the rectangle contained by the segments of the one shall be equal to the rectangle contained by the segments of the other.
 7. Given the base and vertical angle of a triangle, find the locus of the intersection of the bisectors of its angles.
 8. Enunciate propositions relating to—
 - (a.) Angles in a segment of a circle.
 - (b.) Similar segments of circles.
-

PHYSICAL SCIENCE. (Time, 2 hours.)

1. Write down what you consider to be the physical and chemical characteristics of water, that is, the features and properties which are possessed by water but by no other substance.
 2. Describe a chemical method of liberating hydrogen from water (a) at a red heat ; (b) at ordinary temperatures.
If you were provided with three bottles of hydrogen, what experiments would you perform to illustrate important properties of the gas ?
 3. Describe and explain the changes which take place when (a) limestone is burnt in a kiln ; (b) water is added to some freshly burnt lime.
 4. What changes take place in air as the result of respiration ? Account for these changes.
 5. Distinguish between hard and soft water.
How would you get rid of, (a) permanent hardness ; (b) temporary hardness ?
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BOTANY. (Time, 2 hours.)

1. How would you distinguish a root from a stem ? Enumerate the most important varieties of roots, giving examples.
2. Describe the functions of leaves. How are leaves classified as to their *veining* ?
3. What is meant by inflorescence ? Distinguish between definite and indefinite inflorescence, and briefly describe the chief kinds of indefinite inflorescence, giving an example of each.
4. Describe the modes by which the fertilization of a flower is effected.
5. In what natural families do we find *siliques*, *didynamous stamens*, *labiate corollas*, or *pappus-bearing achenes* ? Describe these structures.

- 6 What is the food of plants? How do they obtain it? And how do they make use of it?
- 7 Give the distinctive characters of the Cruciferae, the Leguminosae, the Umbelliferae, and the Liliaceae. Name three common examples of each of these families.
8. Define the following terms:—*bract, scale, involucre, spathe, scape, pedicel, monœcious, monadelphous, pome, drupe.*

LATIN. (Time, 3 hours.)

[NOTE.—The translation from Latin should be into *idiomatic* English.]

A. (a.) Translate—

Est enim hoc Gallicae consuetudinis, uti et viatores etiam invitos consistere cogant et, quod quisque eorum de quaque re audierit aut cognoverit, quaerant, et mercatores in oppidis vulgus circumstiat quibusque ex regionibus veniant quasque ibi res cognoverint, pronuntiare cogant. His rebus atque auditionibus permoti de summis saepe rebus consilia ineunt, quorum eos in vestigio poenitere necesse est, cum incertis rumoribus serviant, et plerique ad voluntatem eorum ficta respondeant.

1. "*Gallicae consuetudinis.*" Explain this construction.
2. "*quod quisque . . . audierit.*" Comment on the form *quod*.
3. "*quorum eos in vestigio poenitere.*" Name the other verbs that take this construction.

(b.) Translate—

Qui cum propter siccitates paludum, quo se reciperent, non haberent, quo superiore anno perfugio fuerant usi, omnes fere in potestatum Labieni pervenerunt. At Q. Titurius et L. Cotta legati, qui in Menapiorum fines legiones duxerant omnibus eorum agris vastatis, frumentis succisis, aedificiis incensis, quod Menapii se omnes in densissimas silvas abdiderant, se ad Caesarem receperunt. Caesar in Belgis omnium legionum hiberna constituit. Eo duae omnino civitates ex Britannia obsides miserunt; reliquae neglexerunt. His rebus gestis ex litteris Caesaris dierum viginti supplicatio a senatu decreta est.

1. Account for the subjunctives and the ablatives in the first sentence of the extract.
2. "*At Q. Titurius et Lucius Cotta legati.*" Distinguish the use of *at* from that of *sed*. What two meanings has *legatus* in Caesar?
3. "*dierum viginti supplicatio.*" What was the *supplicatio*? What grounds were there for it in this instance?

(c.) Translate—

His rebus cognitis Caesar legiones equitatumque revocari atque itinere desistere iubet, ipse ad naves revertitur: eadem fere quae ex nunciis literisque cognoverat coram perspicit, sic ut amissis circiter XL navibus reliquae tamen refici posse magno negotio viderentur. Itaque ex legionibus fabros deligit et ex continenti alios arcessi iubet; Labieno scribit ut quam plurimas posset iis legionibus, quae sunt apud eum, naves instituat. Ipse, etsi res erat multae operae ac laboris, tamen commodissimum esse statuit omnes naves subduci et cum castris una munitione coniungi. In his rebus circiter dies x consumit, ne nocturnis quidem temporibus ad laborem militum intermissis. Subductis navibus castrisque egregie munitis easdem copias quas ante praesidio navibus reliquit: ipse eodem unde redierat proficiscitur.

1. "*reliquae tamen refici posse . . . viderentur.*" Comment on the difference between this and the usual English idiom.
2. "*Labieno scribit ut . . . naves instituat.*" Why is this construction employed with *scribit*?
3. "*praesidio navibus reliquit.*" Explain the construction, and quote another example of it.

B. (a.) Translate—

Eripiunt subito nubes caelumque diemque
 Teucrorum ex oculis ; ponto nox incubat atra.
 intonuere poli, et crebris micat ignibus aether,
 praesentemque viris intentant omnia mortem.
 extemplo Aeneae solvuntur frigore membra ;
 ingemit, et duplicis tendens ad sidera palmas
 talia voce refert : o terque quaterque beati,
 quis ante ora patrum Troiae sub moenibus altis
 contigit oppetere ! o Danaum fortissime gentis
 Tydide ! mene Iliacis occumbere campis
 non potuisse tuaque animam hanc effundere dextra,
 saevus ubi Aeacidæ telo iacet Hector, ubi ingens
 Sarpedon, ubi tot Simois correpta sub undis
 scuta virum galeasque et fortia corpora volvit ?

1. Supply the words which Aeneas omits in his opening sentence.
2. "*mene Iliacis occumbere campis non potuisse.*" Explain the construction.
3. "*Tydide,*" "*Aeacidæ,*" "*Hector.*" Who were these ?

(b.) Translate—

Hic portus alii effodiunt : hic alta theatri
 fundamenta locant alii, inmanisque columnas
 rupibus excidunt, scaenis decora alta futuris.
 qualis apes aestate nova per florea rura
 exercet sub sole labor, cum gentis adultos
 educunt fetus, aut cum liquentia mella
 stipant et dulci distendunt nectare cellas,
 aut onera accipiunt venientum aut agmine facto
 ignavum fucos pecus a praesepibus arcent :
 fervet opus, redolentque thymo fragrantia mella.
 o fortunati, quorum iam moenia surgunt !
 Aeneas ait, et fastigia suspicit urbis.
 infert se saeptus nebula—mirabile dictu—
 per medios, miscetque viris, neque cernitur ulli.

1. "*O fortunati quorum iam moenia surgunt !*" Why the exclamation ? Scan the verse.
2. "*saeptus nebula.*" Is the device original ?
3. "*miscetque viris, neque cernitur ulli.*" Point out poetical constructions, and give the prose.

- C. (a.)
1. Decline throughout *apes, pecus, Aeneas, ulli.* [Extract B, (b).]
 2. Write in the other degrees of comparison *magno, plurimas, egregie.* [Extract A, (b)], *crebris* [Extract B, (a)].
 3. Give the principal parts of *micat, ingemit, tendens, refert, contigit, effundere, correpta, volvit.* [Extract B, (a).]
- (b.)
1. "Latin has no Perfect Participle Active." What are the common modes of meeting the wants ?
 2. How is emphasis marked in Latin ?
 3. Translate into Latin :—As the Britons had assisted the Gauls in their wars with Rome, Caesar determined to invade their country. He was anxious, too, to discover the character of the island. Before going himself, however, he sent Volusenus with a man-of-war to investigate. In five days he returned and reported what he had observed. A few days later Caesar took two legions and started.

GREEK. (Time, 3 hours.)

[NOTE.—The translation from Greek should be into *idiomatic* English.]

A. (a.) Translate—

Μένων δὲ πρὶν δῆλον εἶναι τί ποιήσουσιν οἱ ἄλλοι "Ἕλληνες, πότερον ἔψονται Κύρῳ ἢ οὐ συνέλεξε τὸ αὐτοῦ στράτευμα καὶ ἔλεξε τάδε. "Ἄνδρες, νῦν δέεται Κῦρος ἔπεσθα, τοὺς Ἕλληνας ἐπὶ Ἀρταξέρξη. ἐγὼ οὖν κελεύω ὑμᾶς εὐθὺς διαβαίνειν τὸν ποταμόν, ἣν μὲν γὰρ ψηφίσονται ἔπεσθαι, ὑμᾶς τῶν ἄλλων προτιμῆσαι στρατιωτῶν Κῦρος ἣν δὲ ἀποψηφίσονται οἱ ἄλλοι, πορευσόμεθα ἅπαντες οἰκαδὲ πάλιν."

1. Analyse the first sentence of the extract, showing the relation of clauses.
2. "πότερον ἔψονται Κύρῳ ἢ οὐ." Write this in Latin. Why is οὐ accented here?
3. "ἀποψηφίσονται." What ancient custom is preserved in this verb?

(b.) Translate—

Μετὰ ταῦτα κελεύοντος Κῦρος ἔλαβον τῆς ζώνης τὸν Ὀρόνταν ἐπὶ θανάτῳ ἅπαντες οἱ παρόντες. εἶτα δ' ἐξήγγον αὐτὸν οἷς προσετάχθη, καὶ οἱ πρόσθεν προσκυνοῦντες αὐτὸν καὶ τότε προσεκύνησαν, καίπερ ἐπὶ θάνατον ἀγόμενον. ἐπεὶ δὲ εἰς τὴν Ἀρταπατοῦ σπηνὴν εἰσῆχθη, σκηπτούχου πιστοῦ τῷ Κύρῳ ὄντος, μετὰ ταῦτα οὐδὲν περὶ αὐτοῦ ἤκουεν οὐδεὶς. εἰκαζον δὲ ἄλλοι ἄλλως ὅπως ἀπέθανεν.

1. "ἐπὶ θανάτῳ . . . ἐπὶ θάνατον." Account for the change of case.
2. "σκηπτούχου." Give the derivation. Why had Cyrus such officers about his person?
3. "οὐδὲν περὶ αὐτοῦ ἤκουεν οὐδεὶς." Discuss this idiom, and comment on the position of οὐδεὶς.

(c.) Translate—

ὅτε δὲ ἐγγύτερον ἐγίγνοντο, τάχα δὴ καὶ χαλκός τις ἤστραπτε καὶ αἱ λόγχοι καὶ αἱ τάξεις καταφανεῖς ἐγίγνοντο. καὶ ἦσαν ἵππεις μὲν ἐπὶ τοῦ εὐωνύμου τῶν πολεμίων, ἐχόμενοι δὲ γερροφόροι, ἐχόμενοι δὲ ὀπλίται σὺν ξυλίναις ἀσπίσι. πάντες δὲ οὗτοι κατὰ ἔθνη ἐν πλαισίῳ λήρει ἀνθρώπων ἐπορεύοντο. πρὸ δὲ αὐτῶν ἦν ἄρματα τὰ δρεπανηφόρα καλούμενα. καὶ ἐν τούτῳ Κῦρος παρελαύνων αὐτοὺς σὺν Πίγρητι τῷ ἑρμηνεῖ καὶ ἄλλοις τρισὶν ἢ τέτταρσι τῷ Κλεάρχῳ ἐβόα ἄγειν τὸ στράτευμα κατὰ μέσον τὸ τῶν πολεμίων, ὃ τι ἐκεῖ βασιλεὺς ἦν. "Κἂν τοῦτ'," ἔφη, "νικῶμεν, πάνθ' ἡμῖν πεποιήται."

1. "χαλκός τις ἤστραπτε." Write a note on this meaning of τὶς, and state the ordinary uses of the word.
2. "ἐχόμενοι δὲ γερροφόροι." Show how this meaning of ἐχόμενοι is developed from the original signification of the verb.
3. "πάνθ' ἡμῖν πεποιήται." Comment on the use of the dative, and show the force of the tense πεποιήται.

- B. (a.)
1. Decline ὀπλίτης, Ὀρόντας, ὄρνις, ὕδωρ, ἀληθής, ὅστις.
 2. Give the comparison of πολέμιος, ἀσυχρός, πολὺς, ἀσφαλῶς, εἶ, ῥαδίως.
 3. Give the principal parts of ἀνοίγω, ἐλαύνω, θνήσκω, κάω, ἄλλυμι, πάσχω, ῥέω, τέμνω, τρέχω, ὑπσχέομαι.

- (b.)
1. Distinguish the cases used to express *time* in Greek.
 2. Give examples of the dropping of σ between two vowels in the formation of cases and of tenses in Greek.
 3. Exhibit the "modal conjugation" of τύπτω and of τίθημι, and use these verbs to indicate the essential difference between the two conjugations.

C. Write in Greek—

Cyrus made his plans that he might be King in his brother's stead. So he collected forces and marched towards Babylon. But, when at last they met the King's army, Cyrus was killed.

FRENCH. (Time, 3 hours.)

1. Give the feminine of—*boeuf, mari, ambassadeur, compagnon, duc, nègre, héros, époux, veuf, mortel*.
2. Give the plural of—*château, journal, carnaval, aïeul, facsimile, chef-lieu, arc-en-ciel, vice-roi, garde-robe, demi-heure*.
3. What are the different ways of translating the English passive in French? Give examples.
4. Write in full the present indicative and present subjunctive of *écrire, dire, faire, s'asseoir, craindre*, and the imperative of *s'en aller, battre, faire, savoir*.
5. What is the position of two personal pronouns as objects (accusative and dative) (*a*), with respect to one another, (*b*) with respect to the verb?
Translate as examples :—He gives it to thee; he gives it to him; give it to us.
6. Give the principal rules of the use of the subjunctive mood. Illustrate by examples.
7. Translate into French—

Let him not throw stones. The Queen has been reigning a long time. If he were asleep, I would call him. He will never consent to it. When he appears we shall conclude the affair. That does not please him. Follow me. That horse is worth more than one hundred dollars. What books did your father buy when he was in the city? What are you going to do to-day? I am going for a drive. How long have you been in this city? I came here three years ago. If the weather is fine, we shall go for a row this afternoon. What has become of your brother? I should like you to do it.

8. Translate into English—

Un homme descendit de Jérusalem à Jéricho, et tomba parmi des brigands, qui le dépouillèrent. Après l'avoir blessé de plusieurs coups, ils s'en allèrent, le laissant à demi mort. Un prêtre, qui par hasard descendait par ce chemin-là, l'ayant vu, passa outre. Un lévite, venant aussi dans le même endroit, et le voyant, passa outre. Mais un Samaritain, qui voyageait, vint vers cet homme, et le voyant, fut touché de compassion. S'approchant de lui, il banda ses plaies, et il y versa de l'huile et du vin; puis il le mit sur sa monture, le mena à une auberge, et prit soin de lui. Le lendemain, en partant, il tira de sa poche deux deniers d'argent, et les donnant à l'aubergiste, lui dit: "Aie soin de lui, et tout ce que tu dépenseras de plus je te le rendrai à mon retour."

GERMAN. (Time, 3 hours.)

- A. Translate into English :—

1. Wäre der Knabe nach Hause geschickt worden, wenn er nicht unartig gewesen wäre?
2. Ich bin schnell nach Hause geritten, weil ich mich vor dem wütenden Sturme fürchtete.
3. Jenes sind meine Hunde, aber dies sind diejenigen, welche der Jäger vor acht Tagen verloren hat, und die ich gefunden habe.
4. "Wie gewonnen, so zerronnen," das ist man verliert leicht, was man leicht gewinnt.
5. Wir haben lieber abends Besuch als morgens, denn morgens sind wir gewöhnlich beschäftigt.
6. Es thut mir leid, dass Sie so lange auf mich haben warten müssen; ich konnte meine Handschuhe nicht finden.

7. Ich fürchte, es wird dieses Jahr nur wenige Äpfel geben ; die Raupen haben fast alle Blätter von den Bäumen gefressen.
 8. Ausser wenn ich krank oder sehr beschäftigt bin, gehe ich jeden Tag spazieren.
 9. Du sollst deinen Vater und deine Mutter ehren, auf dass du lange lebest im Lande, das dir Herr dein Gott giebt.
 10. Lassen Sie uns lieber nach oben gehen ; es wird uns besser gefallen oben zu sitzen als unten.
1. Print the first sentence in German characters.
 2. *Der* is used as a definite article, as a relative pronoun, and as a demonstrative pronoun ; with what differences of declension ?
 3. Distinguish between *welcher* and *wer* used as relative pronouns.
 4. Decline, indicating gender—*Besuch, Handschue, Jahr, Apfel, Raupen, Blätter, Bäumen*.
 5. Compare, and decline in the positive, *unartig, wütenden, wenige, krank*.
 6. Conjugate *sein* in all its moods and tenses.
 7. Give the principal parts of *geschickt, geritten, verliert, gefunden, giebt, gefressen*.
 8. Conjugate each of the verbs enumerated in the next preceding question throughout the tense in which it occurs in the sentences above ; name in every instance the mood and tense.
- A. Translate into German :—
1. Buy me this ring ; it is magnificent.
 2. For a boy of five years he is very large.
 3. Our cousin lived happy and in peace with his neighbours.
 4. My father sent me instead of Carl, because Carl was too tired.
 5. Buying is pleasant, but paying is very disagreeable.
 6. The girl hangs the bird-cage before the window in the sun.
 7. We readily believe what we wish and hope for
 8. I have something important to say to you.
 9. Why is this boy not believed.
 10. When the weather becomes cold, the dogs like to creep behind the stove.

—o—

Senior Grade.

COMPOSITION AND RHETORIC. (Time, 2 hours.)

It is now sixteen or seventeen years since I saw the Queen of France, then the Dauphiness, at Versailles ; and surely never lighted on this orb, which she hardly seemed to touch, a more delightful vision. I saw her just above the horizon, decorating and cheering the elevated sphere she just began to move in—glittering like the morning star, full of life, and splendor, and joy. Oh ! what a revolution ! and what a heart must I have to contemplate without emotion that elevation and that fall. Little did I dream, when she added titles of veneration to those of enthusiastic, distant, respectful love, that she should ever be obliged to carry the sharp antidote against disgrace concealed in that bosom ; little did I dream that I should have lived to see such disasters fallen upon her in a nation of gallant men, in a nation of men of honour and of cavaliers. I thought ten thousand swords must have leaped from their scabbards to

avenge even a look that threatened her with insult. But the age of chivalry is gone. That of sophisters, economists, and calculators has succeeded; and the glory of Europe is extinguished for ever. Never, never more shall we behold that generous loyalty to rank and sex, that proud submission, that dignified obedience, that subordination of the heart, which kept alive, even in servitude itself, the spirit of an exalted freedom. The unbought grace of life, the cheap defence of nations, the nurse of manly sentiment and heroic enterprise is gone! It is gone, that sensibility of principle, that chastity of honour, which felt a stain like a wound, which inspired courage whilst it mitigated ferocity, which ennobled whatever it touched, and under which vice itself lost half its evil by losing all its grossness.—Burke's "*Reflections on the French Revolution*."

1. This extract, though not strictly from a speech, "serves to illustrate three of the qualities of successful speaking, strength and liberality of thought, elevation and warmth of feeling, poetical beauty and sublimity of imagery." Examine the passage for a justification of this assertion.
2. Judicious paragraphing is a large element in successful exposition." Why?
3. "In order to translate poetry into prose the student should notice certain general differences between the style of these two forms of utterance." What are some of these differences?
4. What is the essential difference between Exposition and Argument? Between Scientific Exposition and Persuasion?
5. Write an essay on *one* of the three following subjects:—
 - (a.) The Formation of Dew.
 - (b.) The Political Destiny of Canada.
 - (c.) The Study of the Classics.

ENGLISH LITERATURE. (Time, 3 hours.)

A. PROSE.

(a.) *Composition from Models.*

1. Indicate briefly wherein Johnson's *Letter to Chesterfield*, Chesterfield's *Letter to his Son*, Lamb's *Essay on a Popular Fallacy: that Home is Home be it never so Homely*, and Carlyle's estimate of *The Poetical Works of Burns* are characteristic of their respective authors.
2. By what selection is Addison represented in *Composition from Models*? Contrast its tone with that of *The Sir Roger de Coverley Papers*.

(b.) *The Sir Roger de Coverley Papers.*

1. Make, in the manner of Addison, a character-sketch of Sir Roger, using as materials the Papers on *The Coverley Household*, *The Coverley Lineage*, *A Sunday at Sir Roger's*, *Sir Roger at the Assizes*, *Sir Roger and Sir Andrew*, *Sir Roger at the Play*, *Sir Roger at Spring Garden*.
2. "Addison is entitled to be considered as the forerunner of the great English novelist." What "germs" of the novel are discoverable in these Papers?

(c.) *The Autocrat of the Breakfast-table.*

1. "*Other things being equal*, in most relations of life I prefer a man of family. Let us give him a first-rate fit out; it costs us nothing." Describe, after Holmes, the "fit out" provided.
2. Annotate where necessary, and elaborate, in the manner of Holmes, each of the following remarks:—
 - (a.) "When John and Thomas are talking together, it is natural enough that among the six there should be more or less confusion and misapprehension."

- (b.) "No Roman soothsayer ever had such a catalogue of *omens* as I found in the Sibylline leaves of my childhood."
- (c.) "If the Houyhnhnms should ever catch me, and, finding me particularly vicious and unmanageable, send a man-tamer to Rarey-fy me, I'll tell you what drugs he would have to take and how he would have to use them."
- (d.) "This difference there is: you can domesticate mountains, but the sea is *ferae naturae*."

B. POETRY.

(a.) *Poems.*

1. Discuss *The Epistle to Erskine* as the "Autobiography of a Poet," showing from the poem what Scott felt to be his poetic possibilities and limitations.
2. Use the poems designated in illustration of the following characteristics:—
 - (a.) "The *Essay on Man*, though its philosophy is poor, is crowded with lines that have passed into daily use."
 - (b.) "In the stanzas *To the Skylark*, the song of the bird and the impulses from which it springs supply Wordsworth with an analogy to his own poetry—a poetry which has its inspiration in common things, and rises to the ideal without forgetting the real earth."
 - (c.) The name of Blanco White is preserved from oblivion solely through his having caught and exhibited in his sonnet *To Night* a most striking and suggestive analogy.
 - (d.) Matthew Arnold in his sonnet on *Immortality* maintains a favourite thesis of his—that of conditional immortality.

(b.) *Julius Caesar.*

1. "The play might more fitly be called after Brutus than after Caesar." Criticise this view, showing from the drama the important place that Brutus fills and the part that Caesar really plays in the action.
2. Annotate (paraphrasing where the sense is obscure) and give the context of each of the following extracts:—
 - (a.) "Marry, before he fell down, when he perceived the common herd was glad he refused the crown, he plucked me ope his doublet and offered them his throat to cut. An I had been a man of any occupation, I would have taken him at a word."
 - (b.) "Between the acting of a dreadful thing
And the first motion, all the interim is
Like a phantasma, or a hideous dream:
The Genius and the mortal instruments
Are then in council; and the state of man,
Like to a little kingdom, suffers then
The nature of an insurrection."
 - (c.) "Here wast thou bay'd, brave hart;
Here didst thou fall; and here thy hunters stand,
Sign'd in thy spoil, and crimson'd in thy lethe."
 - (d.) "I know not how,
But I do find it cowardly and vile,
For fear of what might fall, so to prevent
The time of life."

C. HISTORY OF ENGLISH LITERATURE.

Stopford Brooke's English Literature, Chapters IV.—VIII.

1. In the Later Period of Elizabethan literature writing for the public became the fashion and the stigma which had attached to it was removed. What writers and works did most to set the new fashion and to remove the stigma?

2. "With Milton the subject of the Elizabethan poets—Man as influenced by the Passions—died for a time." What took its place? To what influences and what writers is the revival of this as a subject for poetry mainly due?
 3. Name the author and state the department of literature to which each of the following works belongs:—*The Steele Glas*, *The Sad Shepherd*, *The Purple Island*, *The Arcades*, *The Leviathan*, *All for Love*, *The Castle of Otranto*, *Manfred*.
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BRITISH HISTORY. (Time, 2 hours.)

1. The Instrument of Government.
2. The foreign policy of Oliver Cromwell.
3. The Savoy Conference and the Act of Uniformity (1661-2).
4. Trial and execution of Lord Russell.
5. The Act of Settlement (1701).
6. The career of Wm. Pitt, Earl of Chatham.
7. Pitt's Reform Bill (1785).
8. The Irish Rebellion (1798).
9. The overthrow of the Mahrattas (1802-6).
10. "The Hundred Days" (1815).

Write comprehensively, but concisely and definitely, on *five* only of the foregoing topics.

CANADIAN HISTORY. (Time, 2 hours.)

1. The form of Government of Canada is at once *monarchical*, *parliamentary*, *representative*, *federal*. Explain clearly the meaning of each of these terms; and also the meaning of the term *Responsible Government*.
 2. With what limitations does Canada possess the right of self-government?
 3. Describe the Senate, its constitution and its functions; also the responsibilities of the Premier.
 4. What changes has the Dominion Franchise undergone since Confederation?
 5. With what limitations is the Supreme Court of Canada a general Court of Appeal for the Dominion.
 6. What are, respectively, the Privy Council, the Exchequer Court, the Admiralty Court, and the Consolidated Fund of Canada?
 7. Explain the Dominion power of disallowance.
 8. Distinguish between Common Law and Statutory Law. Does English Common Law prevail in Canada? What general relation does the body of Canadian Statutory Law hold to English Statutory Law?
 9. Compare the principal sources of Provincial revenue in any two of the provinces of the Dominion.
 10. Describe, in detail, the system of municipal government in one of the provinces?
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GRECIAN HISTORY. (Time, 1 hour.)

1. Give in detail the chief social and political characteristics of the Spartans.
2. Describe fully the great Olympian festival.
3. A short account of the Constitution of Solon.
4. What causes led to the war between the Greeks and the Persians? What were the chief battles of the war?
5. Write short notes on the following :—

(a.) Areopagus,	(e.) Brasidas,
(b.) Ostrakism,	(f.) Alkibiades,
(c.) Delos,	(g.) Socrates,
(d.) Siege of Plataea,	(h.) Demosthenes.
6. A short account of the career of Alexander the Great.

GEOGRAPHY. (Time 2 hours.)

1. (a.) Draw an outline chart of the United States, and indicate on it those localities where the rainfall is signally deficient (less than 10 inches), and those where it is superabundant (over 60 inches).
(b.) What are the physiographical reasons for the deficient rainfall in the above chart?
 2. Where is the heaviest rainfall in the world? To what does it amount in the year? What is the chief cause of it? Show that the same conditions on this continent produce similar results.
 3. "The ocean currents are less pronounced in the southern than in the northern oceans." Discuss fully the theories of oceanic circulation and show how the above statement influences the matter.
 4. Draw a diagram of the currents of the eastern North Atlantic.
 5. In what manner do abyssal differ from pelagic faunas? Show the dependence of the former upon the latter.
 6. Discuss comprehensively the effect of geographic conditions upon the development of the human race. Explain how in former days these conditions were more important than now.
 7. Explain the process of denudation by weathering and erosion.
 8. Describe fully the scientific explanation of the origin of mountains, known as the "contraction theory." How does it coincide with other known physiographical facts?
 9. Explain the following terms :—Alluvial fan; argon; barograph; coquina; diathermanous bodies; epicentrum; Foehn; mesas; monocline; isoseismal lines.
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ALGEBRA. (Time, 3 hours.)

1. Solve the equations—
 - (a.) $2^x = 8^y + 1$.
 $9^y = 3^x - 9$.
 - (b.) $(x^2 + x + 1)(x^2 + x + 2) = 12$.
2. (a.) Prove $a^3(b-c) + b^3(c-a) + c^3(a-b) = -(b-c)(c-a)(a-b)(a+b+c)$.
 (b.) Prove that if a, b, c be unequal, and

$$\frac{b-c}{x} = \frac{c-a}{y} = \frac{a-b}{z},$$
 then will
 $x + y + z = 0$ and $ax + by + cz = 0$.
3. (a.) Find the sum of the cubes of the roots of $x^2 + px + q = 0$.
 (b.) Prove that the roots of $x^2 - 3x + k = 0$ will be imaginary if k is greater than $2\frac{1}{4}$.
4. The distance fallen by a body from rest varies as the square of the time of fall and a body falls 64 feet in the first 2 seconds. How far does it fall in the next 3 seconds?
5. If a, b, c be in H. P. then will $2a - b, b$ and $2c - b$, be in G. P.
6. In how many ways can 2 ladies and 2 gentlemen be chosen to make a set at lawn tennis from a party of 4 ladies and 6 gentlemen?
7. In what scale is 4072 expressed by 30504?
8. A walks m miles in n hours; B walks 6 n miles in $\frac{1}{3} m$ hours; and the difference of their rates of walking is half a mile an hour. Find the rate at which each walks.

GEOMETRY. (Time, 3 hours.)

1. If a straight line be divided equally and also unequally, the sum of the squares on the two unequal parts is twice the sum of the squares on half the line and of the line between the points of section.
2. Divide a straight line AB into two parts at C, such that the rectangle contained by BC and another line X may be equal to the square on AC.
3. On a given straight line to describe the segment of a circle which shall contain an angle equal to a given angle.
4. Find the locus of points such that the pairs of tangents drawn from them to a given circle contain a constant angle.
5. To inscribe a circle in a given square.
6. The areas of triangles of the same altitude are to one another as their bases.
7. Parallelograms which are equal in area, and which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional.
8. The sides of a triangle are 11, 23, 29; find the sides of a similar triangle whose area is 289 times that of the former.
9. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by the opposite sides.

TRIGONOMETRY. (Time, 3 hours.)

1. In a triangle the angle A is $3x$ degrees, the angle B is x grades, and the angle C is $\frac{\pi x}{300}$ radians: Find the number of degrees in each of the angles.
2. Find correct to three decimal places, the radius of a circle in which an arc 15 inches long subtends at the centre an angle of $71^\circ 36' 3.6''$.
3. If $\tan A = \frac{4}{15}$ find the value of $\frac{5 \sin A + 7 \cos A}{6 \cos A - 3 \sin A}$.
4. Find the values of $\sin 960^\circ$, $\operatorname{cosec} (-510^\circ)$, $\tan 570^\circ$.
5. From the top of a cliff 200 ft. high, the angles of depression of two boats due east of the observer are $34^\circ 30'$ and $18^\circ 40'$: find their distance apart, given $\cot 34^\circ 30' = 1.455$, $\cot 18^\circ 40' = 2.96$.
6. Prove the following identities:—
 - (a.) $(\sin A + \operatorname{cosec} A)^2 + (\cos A + \sec A)^2 = \tan^2 A + \cot^2 A + 7$.
 - (b.) $\frac{\sin 2 A}{1 + \cos 2 A} = \tan A$.
 - (c.) $\cot A - \tan A = 2 \cot 2 A$.
7. The sides of a triangle are 5, 8, 11; find the greatest angle; given $\log 7 = .8450980$,
 $L \sin 56^\circ 47' = 9.9225205$
 $L \sin 56^\circ 48' = 9.9226032$.
8. The sides of a triangle are x, y , and $\sqrt{x^2 + xy + y^2}$; find the greatest angle.
9. If the sides of a triangle be in arithmetical progression, and if a be the least side, then

$$\cos A = \frac{4c - 3b}{2c}.$$
10. Two sides of a triangle are 300 ft. and 120 ft., and the included angle is 150° ; find the area.

CHEMISTRY. (Time, 2 hours.)

1. Explain what is meant by the law of multiple proportions. Give examples illustrating this law.
2. Describe the preparation of ammonia. Represent the reaction by means of an equation. What are the properties of ammonia?
3. How is nitric acid obtained from saltpetre? Express in an equation what takes place. What other compounds does nitrogen form with oxygen?
4. Describe Weldon's process for the manufacture of chlorine. Give the properties of chlorine, and mention some of its practical uses.
5. Explain the use of the syllables *ic* and *ous* in naming acids; of *hypo* and *per*. Give the names and symbols of the compounds of chlorine, hydrogen and oxygen.
6. What is Avogadro's law? How does Avogadro's law help us to determine the relative weights of the molecules of gaseous substances? How are the atomic weights determined from the molecular weights?
7. Describe the manufacture of sulphuric acid. Of what importance is sulphuric acid in the arts?
8. Describe the miner's safety lamp. On what principle does it depend?
9. Describe the preparation and give the symbols and properties of the compounds of carbon and oxygen.

PHYSICAL SCIENCE. (Time, 2 hours.)

1. Explain the construction and action of—
 - (a.) The force pump.
 - (b.) The hydrostatic press.
 Draw diagrams to illustrate your explanations.
2. A body weighs 18 lbs. and its specific gravity is 3.5. If the body is suspended by a string, find the tension of the string—
 - (a.) When the body is immersed in water.
 - (b.) When it is immersed in a liquid whose specific gravity is 2.
3. Distinguish between kinetic energy and potential energy. What is the horse-power of an engine that raises 60 cubic feet of water per minute from a depth of 242 feet?
4. What is a machine? State the *general law of machines* and illustrate by reference to the pulley and the lever.
5. Explain what is meant by the absolute zero of temperature. What is it on the centigrade scale? What is it on the Fahrenheit scale?
6. Explain what is meant by connecting cells—
 - (a.) "In multiple arc."
 - (b.) "In series."
 What different results are obtained from the two methods of combining cells?
7.
 - (a.) Describe an *induction coil* and its action.
 - (b.) Describe the construction and use of a transformer.

LATIN. (Time, 3 hours.)

[NOTE.—The translation from Latin should be into *idiomatic* English.]

A. (a.) Translate—

Itinera quae per hosce annos in Italia per agros atque oppida civium Romanorum nostri imperatores fecerint recordamini: tum facilius statuētis quid apud exterās nationes fieri existimetis. Utrum pluris arbitramini per hosce annos militum vestrorum armis hostium urbis, an hibernis sociorum civitates esse deletas? Neque enim potest exercitum is continere imperator, qui se ipse non continet, neque severus esse in iudicando, qui alios in se severos esse iudices non vult. Hic miramur hunc hominem tantum excellere ceteris, cujus legiones sic in Asiam pervenerint, ut non modo manus tanti exercitus, sed ne vestigium quidem cuiquam pacato nocuisse dicatur? Iam vero quem ad modum milites hibernent cotidie sermones ac litterae perferuntur: non modo ut sumptum faciat in militem nemini vis adferatur, sed ne cupienti quidem cuiquam permittitur. Hiemis enim, non avaritiae perfugium majores nostri in sociorum atque amicorum tectis esse voluerunt.

1. "*Itinera quae.*" Why the inversion?
2. "*fieri existimetis.*" What might be expected instead? How may the presence of the second verb be explained?
3. "*Hiemis enim, non avaritiae perfugium.*" Explain the genitives.

(b.) Translate—

Qua re,—cum et bellum sit ita necessarium ut neglegi non possit, ita magnum ut accuratissime sit administrandum; et cum ei imperatorem praeficere possitis, in

quo sit eximia belli scientia, singularis virtus, clarissima auctoritas, egregia fortuna,—dubitatis, Quirites, quin hoc tantum boni, quod vobis ab dis immortalibus oblatum et datum est, in rem publicam conservandam atque amplificandam conferatis? Quod si Romae Cn. Pompeius privatus esset hoc tempore, tamen ad tantum bellum is erat deligendus atque mittendus: nunc cum ad ceteras summas utilitates haec quoque opportunitas adjungatur, ut in eis ipsis locis adsit, ut habeat exercitum, ut ab eis qui habent accipere statim possit, quid exspectamus? aut cur non ducibus dis immortalibus eidem, cui cetera summa cum salute rei publicae commissa sunt, hoc quoque bellum regium committamus?

At enim vir clarissimus, amantissimus rei publicae, vestris beneficiis amplissimis adfectus, Q. Catulus, itemque summis ornamentis honoris, fortunae, virtutis, ingeni praeditus, Q. Hortensius, ab hac ratione dissentiunt.

1. "*dubitatis . . . quin . . . conferatis.*" Give the more usual construction.
2. "*Quod si . . . privatus esset, . . . tamen . . . erat deligendus.*" Discuss this form of apodosis in such a conditional sentence.
3. "*Q. Catulus, itemque . . . Q. Hortensius ab hac ratione dissentiunt.*" What is the main objection urged by each? Outline Cicero's answer.

B. (a.) Translate—

Excitior somno, et summi fastigia tecti
ascensu supero, atque arrectis auribus adsto;
in segetem veluti cum flamma furentibus Austris
incidit, aut rapidus montano flumine torrens
sternit agros, sternit sata laeta boumque labores,
praecipitesque trahit silvas, stupet inscius alto
accipiens sonitum saxi de vertice pastor.
tum vero manifesta fides, Danaumque patescunt
insidiae. iam Deiphobi dedit ampla ruinam
Vulcano superante domus; iam proximus ardet
Ucalegon; Sigea igni freta lata relucet:
exoritur clamorque virum clangorque tubarum.

1. What rhetorical device is exemplified in the second verse of the extract?
2. "*sata laeta*," "*boumque labores*," "*Vulcano superante*." Name the figures of speech.
3. What is the source of the simile in the extract? Wherein is Vergil an original poet?

(b.) Translate—

Obstupui, steteruntque comae, et vox faucibus haesit.
tum sic affari, et curas his demere dictis:
'quid tantum insano iuvat indulgere dolori,
o dulcis coniunx? non haec sine numine divom
eveniunt, nec te hinc comitem asportare Creusam
fas aut ille sinit superi regnator Olympi.
longa tibi exsilia, et vastum maris aequor arandum,
et terram Hesperiam venies, ubi Lydius arva
inter opima virum leni fluit agmine Tybris;
illic res laetae regnumque et regia coniunx
parta tibi; lacrimas dilectae pelle Creusae.'

1. Scan, with comments, the first and second verses of the extract. Explain the infinitives in verse 2.
2. "*exsilia, et . . . aequor arandum.*" What name is given to such "double duty" as is performed by the verb *arandum*? Give the verb which would be strictly applicable to *exsilia*.
3. "*terram Hesperiam venies, ubi Lydius . . . fluit . . . Thybris.*" Comment on the construction of the first clause. Give the derivation of the name *Hesperiam*. Explain *Lydius* as applied to *Thybris*.

C. (a.) Translate—

Scriberis Vario fortis et hostium
 victor Maeonii carminis alite,
 quam rem cumque ferox navibus aut equis
 miles te duce gesserit.
 nos, Agrippa, neque haec dicere, nec gravem
 Pelidae stomachum cedere nescii,
 nec cursus duplicis per mare Ulixei,
 nec saevam Pelopis domum
 conamur, tenues grandia, dum pudor
 imbellisque lyrae Musa potens vetat
 laudes egregii Caesaris et tuas
 culpa deterere ingeni.

1. "*Vario*." Explain the case. What other contemporary poets does Horace mention in Book I. of the Odes?
2. Name the works which are referred to in the second stanza of the extract.
3. "*tenues grandia*." With what do these words agree respectively? Explain the principle involved in their juxtaposition.

(b.) Translate—

Musis amicus tristitiam et metus
 tradam protervis in mare Creticum
 portare ventis, quis sub Arcto
 rex gelidae metuatur orae,
 quid Tiridaten terreat, unice
 securus. o quae fontibus integris
 gaudes, apricos nocte flores,
 nocte meo Lamiae coronam,
 Pimplea dulcis. nil sine te mei
 prosunt honores: hunc fidibus novis,
 hunc Lesbio sacrare plectro
 teque tuasque decet sorores.

1. "*tristitiam et metus tradam . . . portare ventis*." Give the prose construction.
2. "*Pimplea dulcis*." Explain the name.
3. "*fidibus novis . . . Lesbio . . . plectro*." Show the force of each of these words, and indicate their bearing on the development of the lyrical work of Horace. Name the metre in this and in the preceding extract.

D. (a.) 1. Decline together *iis ipsis locis, dis immortalibus*. [Extract A. (b).]

2. Give the principal parts of *obstupui, haesit, iuvat, sinit, parta, pelle*. [Extract B. (b).]

(b.) 1. "The noun is a far more expressive word in English than in Latin, where the verb is the word in which the thought of the sentence is concentrated." Illustrate this by translating the following expressions: His reply was very brief. Your pardon is impossible. My hopes are high. Permission will be given us to go.

2. Translate into Latin—

In supporting the bill of Manilius, Cicero expresses his pleasure in having a theme on which no one could be at a loss for something to say, seeing that the merit of Pompey naturally must be a point to be discussed. In his view this general possesses all the qualifications of the ideal commander, and he strongly urges the Romans to appoint him against Mithridates.

GREEK. (Time, 3 hours.)

[NOTE.—The translation from Greek should be into *idiomatic* English.]

A. (a.) Translate—

ἔδοξε ταῦτα, καὶ ἄνδρας ἐλόμενοι σὺν Κλεάρχῳ πέμπουσιν οἱ ἡρώτων Κύρον τὰ δόξαντα τῇ στρατιῇ. ὁ δ' ἀπεκρίνατο ὅτι ἀκούει Ἀβροκόμαν ἐχθρὸν ἄνδρα ἐπὶ τῷ Εὐφράτῃ ποταμῷ εἶναι, ἀπέχοντα δώδεκα σταθμούς· πρὸς τοῦτον οὖν ἔφη βούλεσθαι ἐλθεῖν κἂν μὲν ἦ ἐκεῖ, τὴν δίκην ἔφη χρήζειν ἐπιθεῖναι αὐτῷ, ἣν δὲ φύγῃ, ἡμεῖς ἐκεῖ πρὸς ταῦτα βουλευσόμεθα. ἀκούσαντες δὲ ταῦτα οἱ αἵρετοὶ ἀναγγέλλουσι τοῖς στρατιώταις· τοῖς δὲ ὑποψία μὲν ἦν ὅτι ἄγοι πρὸς βασιλέα, ὅμως δὲ ἐδόκει ἔπεσθαι. προσαιτοῦσι δὲ μισθόν. ὁ δὲ Κύρος ὑπισχνεῖται ἡμιόλιον πᾶσι δώσειν σὺ πρότερον ἔφερον, ἀντὶ δαρεικοῦ τρία ἡμιδαραικὰ τοῦ μηνὸς τῷ στρατιώτῃ· ὅτι δὲ ἐπὶ βασιλέα ἄγοι οὐδὲ ἐνταῦθα ἤκουσεν οὐδεὶς ἐν γὰρ τῷ φανερώ.

1. “σταθμούς.” Account for the case. What is the original meaning of the word?
2. “τὴν δίκην ἐπιθεῖναι.” Give the Latin for this phrase.
3. “οὐδὲ . . . τοῦ μηνός.” Account for the genitives.

(b.) Translate—

ταῦτῃ μὲν οὖν τῇ ἡμέρᾳ οὐκ ἐμαχέσατο βασιλεὺς, ἀλλ' ὑποχωρούντων φανερά ἦσαν καὶ ἵππων καὶ ἀνθρώπων ἔχνη πολλά. ἐνταῦθα Κύρος Σιλανὸν καλέσας τὸν Ἀμβρακιώτην μάντιν ἔδωκεν αὐτῷ δαρεικοὺς τρισχιλίους, ὅτι τῇ ἐνδεκάτῃ ἀπ' ἐκείνης ἡμέρας θνόμενος εἶπεν αὐτῷ ὅτι βασιλεὺς οὐ μαχεῖται δέκα ἡμερῶν, Κύρος δ' εἶπεν, Οὐκ ἄρα ἔτι μαχεῖται εἰ ἐν ταύταις οὐ μαχεῖται ταῖς ἡμέραις· ἐὰν δ' ἀληθεύσῃς, ὑπισχνούμαι σοὶ δέκα τάλαντα. τοῦτο τὸ χρυσίον τότε ἀπέδωκεν, ἐπεὶ παρήλθον αἱ δέκα ἡμέραι.

1. Note a peculiarity of concord in the first sentence.
2. “τὸν Ἀμβρακιώτην.” Give the location of Ἀμβρακία.
3. Distinguish the constructions used to express *time* in the extract.

(c.) Translate—

Ἐπεὶ δὲ Πρόξενος εἶπεν ὅτι αὐτός εἰμι ὃν ζητεῖς, εἶπεν ὁ ἄνθρωπος τάδε· “Ἐπεμψέ με Ἀρταῖος καὶ Ἀρτάοχος, πιστοὶ ὄντες Κύρῳ καὶ ὑμῖν εἵνοι, καὶ κελεύουσι φυλάττεσθαι, μὴ ὑμῖν ἐπίθωνται τῆς νυκτὸς οἱ βάρβαροι· ἔστι δὲ στράτευμα πολὺ ἐν τῷ πλησίον παραδείσῳ. καὶ παρὰ τὴν γέφυραν τοῦ Τίγρητος ποταμοῦ πέμψαι κελεύουσι φυλακὴν, ὥς διανοεῖται λύσαι αὐτὴν Τισσαφέρνης τῆς νυκτός, ἐὰν δύνηται, ὥς μὴ διαβῇτε, ἀλλ' ἐν μέσῳ ἀποληφθῇτε τοῦ ποταμοῦ καὶ τῆς διώρυχος.” ἀκούσαντες ταῦτα ἄγουσιν αὐτὸν παρὰ τὸν Κλέαρχον, καὶ φράζουσιν ἃ λέγει. ὁ δὲ Κλέαρχος ἀκούσας ἐταράχθη σφόδρα καὶ ἐφοβεῖτο.

Νεανίσκος δὲ τις τῶν παρόντων ἐννοήσας εἶπεν ὥς οὐκ ἀκόλουθα εἶη τό τε ἐπιθήσεσθαι καὶ τὸ λύσειν τὴν γέφυραν. δῆλον γὰρ ὅτι ἐπιθεμένους ἢ νικᾶν δεήσει ἢ ἡττᾶσθαι.

1. Explain the use of ὅτι in the first sentence of the extract.
2. “τό τε ἐπιθήσεσθαι καὶ τὸ λύσειν.” Note an omission in this phrase and give the probable explanation.
3. Contrast the construction of the last sentence of the extract with that of the sentence which precedes it.

(d.) Translate—

Ἐπειδὴ δὲ ἔστησαν εἰς ἐπήκοον, εἶπεν Ἀρταῖος τάδε· “Κλέαρχος μὲν, ὃ ἄνδρες Ἕλληνες, ἐπεὶ ἐπιορκῶν τε ἐφάνη καὶ τὰς σπονδὰς λύων, ἔχει τὴν δίκην καὶ τέθηκε· Πρόξενος δὲ καὶ Μένων, ὅτι κατήγγειλαν αὐτοῦ τὴν ἐπιβουλήν, ἐν μεγάλῃ τιμῇ εἰσιν· ἡμᾶς δὲ ὁ βασιλεὺς τὰ ὄπλα ἀπαιτεῖ· αὐτοῦ γὰρ εἶναί φησιν, ἐπεὶ Κύρου ἦσαν τοῦ ἐκείνου δούλου.”

Πρὸς ταῦτα ἀπεκρίναντο οἱ Ἕλληνες, ἔλεγε δὲ Κλεάνωρ ὁ Ὀρχομήνιος· “Ὁ κάκιστε ἀνθρώπων Ἀρταῖε, καὶ οἱ ἄλλοι ὅσοι ἦτε Κύρου φίλοι, οὐκ αἰσχύνεσθε οὔτε θεοῖς οὔτ' ἀνθρώποις, οἵτινες ὁμόσαντες ἡμῖν τοὺς αὐτοὺς φίλους καὶ ἐχθροὺς νομεῖν, προδόντες ἡμᾶς σὺν Τισσαφέρνῃ τῷ ἀθεωτάτῳ τε καὶ πανουργοτάτῳ, τοὺς τε ἄνδρας αὐτοὺς οἷς ὤμνυτε ἀπολωλέκατε καὶ, τοὺς ἄλλους ἡμᾶς προδευδωκότες, σὺν τοῖς πολεμίοις ἐφ' ἡμᾶς

ἔρχεσθε;” ὁ δ’ Ἀριαῖος εἶπε “Κλέαρχος γὰρ πρόσθεν ἐπιβουλεύων φανερὸς ἐγένετο Τισσαφέρνει τε καὶ Ὀρόντα, καὶ πᾶσιν ἡμῖν τοῖς σὺν τούτοις.” Ἐπὶ τούτοις δὲ Ξενοφῶν τάδε εἶπε.

1. “ὑμᾶς δὲ ὁ βασιλεὺς τὰ ὅπλα ἀπαιτεῖ.” What other words take double accusative in Greek?
2. Supply in Greek the clause which is implied by Ariaeus in his final remark.
3. “Ξενοφῶν τάδε εἶπε.” What practical demand did he make? Discuss briefly his capacity for leading men and for analysing character.

- B. (a.)
1. Decline with accents, *ἄνδρας, βασιλέα, πᾶσι, οὐδεὶς*. [Extract A. (a.)].
 2. Write in the other degrees of comparison *μεγάλῃ, φίλους, ἐχθρούς, πολεμίους*. [Extract A. (a.)].
 3. Parse, giving principal parts, *ἐφάνη, τέθνηκε, ὁμόσαντες, νομεῖν, προδόντες, ἀπολωλέκατε*. [Extract A. (a.)].
- (b.)
1. “The meaning of a preposition in Greek is largely determined by the fundamental notion of the case that follows it.” Illustrate.
 2. Exhibit the constructions which follow the various verbs of *saying* in Greek.
 3. “The distinction of *time* is lost in the dependent moods of the aorist.” State the exceptions to this. What does the aorist mark in dependent moods?

C. Write in Greek—

What occurred at the close of his life is a striking proof of the fact that Cyrus could judge aright the men who were likely to be loyal and steadfast to him. For, when he fell, every man that had a place at his table died fighting on his behalf with the single exception of Ariaeus.

FRENCH (Fraser and Squair.) (Time, 3 hours.)

1. Traduire—

(a.) Un homme voyageait dans la montagne, et il arriva en un lieu où un gros rocher, ayant roulé sur le chemin, le remplissait tout entier, et hors du chemin il n’y avait point d’autre issue, ni à gauche, ni à droite.

Or, cet homme voyant qu’il ne pouvait continuer son voyage à cause du rocher, essaya de le mouvoir pour se faire un passage, et il se fatigua beaucoup à ce travail, et tous ses efforts furent vains.

Ce que voyant, il s’assit plein de tristesse et dit : “Que sera-ce de moi lorsque la nuit viendra et me surprendra dans cette solitude, sans nourriture, sans abri, sans aucune défense, à l’heure où les bêtes féroces sortent pour chercher leur proie?”

Et comme il était absorbé dans cette pensée, un autre voyageur survint, et celui-ci, ayant fait ce qu’avait fait le premier et s’étant trouvé aussi impuissant à remuer le rocher, s’assit en silence et baissa la tête.

Et après celui-ci, il en vint plusieurs autres, et aucun ne put mouvoir le rocher, et leur crainte à tous était grande.

Enfin l’un d’eux dit aux autres : “Mes frères, prions notre Père qui est dans les cieux : peut-être qu’il aura pitié de nous dans cette détresse.”

Et cette parole fut écoutée, et ils prièrent de cœur le Père qui est dans les cieux.

Et quand ils eurent prié, celui qui avait dit : “Prions,” dit encore : “Mes frères, ce qu’aucun de nous n’a pu faire seul, qui sait si nous ne le ferons pas tous ensemble?”

Et ils se levèrent, et tous ensemble ils poussèrent le rocher et le rocher céda, et ils poursuivirent leur route en paix.

Le voyageur c'est l'homme, le voyage c'est la vie, la rocher ce sont les misères qu'il rencontre à chaque pas sur sa route.

Aucun homme ne saurait soulever seul ce rocher, mais Dieu en a mesuré le poids de manière qu'il n'arrête jamais ceux qui voyagent ensemble.

- (b.) Le Chat, ravi de voir que son dessein commençait à réussir, prit les devants, et, ayant rencontré des paysans qui fauchaient un pré, il leur dit : “ *Bonnes gens qui fauchez, si vous ne dites pas au roi que le pré que vous fauchez appartient à M. le marquis de Carabas vous serez tous hachés menu comme chair à pâté.* ” Le roi ne manqua pas de demander aux faucheurs à qui était ce pré qu'ils fauchaient. “ C'est à M. le marquis de Carabas, ” dirent-ils tous ensemble ; car la menace du Chat leur avait fait peur. “ Vous avez là un bel héritage, dit le roi au marquis de Carabas.—Vous voyez, sire, répondit le marquis, c'est un pré qui ne manque point de rapporter abondamment toutes les années. ” Le maître Chat, qui allait toujours devant, rencontra des moissonneurs, et leur dit : “ *Bonnes gens qui moissonnez, si vous ne dites pas que tous ces blés appartiennent à M. le marquis de Carabas, vous serez tous hachés menu comme chair à pâté.* ” Le roi, qui passa un moment après, voulut savoir à qui appartenaient tous les blés qu'il voyait. “ C'est à M. le marquis de Carabas, ” répondirent les moissonneurs, et le roi s'en réjouit encore avec le marquis. Le Chat, qui allait devant le carrosse, disait toujours la même chose à tous ceux qu'il rencontrait ; et le roi était étonné des grands biens de M. le marquis de Carabas.

- (c.) Tout à coup, chose tragique, à la gauche des Anglais, à notre droite, la tête de colonne des cuirassiers se cabra avec une clameur effroyable. Parvenus au point culminant de la crête, effrénés, tout à leur furie et à leur course d'extermination sur les carrés et les canons, les cuirassiers venaient d'apercevoir entre eux et les Anglais un fossé, une fosse. C'était le chemin creux d'Ohain.

L'instant fut épouvantable. Le ravin était là, inattendu, béant, à pic sous les pieds des chevaux, profond de deux toises entre son double talus ; le second rang y poussa le premier, et le troisième y poussa le second ; les chevaux se dressaient, se rejetaient en arrière, tombaient sur la croupe, glissaient les quatre pieds en l'air, pilant et bouleversant les cavaliers, aucun moyen de reculer, toute la colonne n'était plus qu'un projectile, la force acquise pour écraser les anglais écrasa les français, le ravin inexorable ne pouvait se rendre que comblé ; cavaliers et chevaux y roulèrent pêle-mêle se broyant les uns les autres, ne faisant qu'une chair dans ce gouffre, et quand cette fosse fut pleine d'hommes vivants, on marcha dessus et le reste passa. Presque un tiers de la brigade Dubois croula dans cet abîme.

- (d.) “ De ta tige détachée,
Pauvre feuille desséchée,
Où vas-tu ?—Je n'en sais rien.
L'orage a brisé le chêne
Qui seul était mon soutien ;
De son inconstante haleine,
Le zéphyr ou l'aiglon
Depuis ce jour me promène
De la forêt à la plaine,
De la montagne au vallon.
Je vais où le vent me mène,
Sans me plaindre ou m'effrayer,
Je vais où va toute chose,
Où va la feuille de rose
Et la feuille de laurier.”

2. Ecrire un résumé de La Dernière Classe ou de Hortibus.

3. Traduire en français :—

Napoleon, the greatest general of modern times, was born at Ajaccio on the 15th of August, 1769. At the age of ten he was sent to the military school at

Brienne, where he remained more than five years. Then entering the French army, he was, in 1796, appointed general of the army of Italy, and soon succeeded in conquering that country. He used so well the opportunities which were offered him by the weakness of the Republic that in less than ten years he was elected Emperor. The ten years' struggle, in which he engaged with the purpose of subduing Europe, ended with the battle of Waterloo in 1815. Banished to (*en*) St. Helena he died there on the 5th of May, 1821. Twenty years after his death his remains were brought back to (*en*) France, and interred in the *Hôtel des Invalides*.

FRENCH (BERTENSHAW, &C.) (Time, 3 hours.)

1. Ecire un résumé de la Dernière Classe ou de La Mule du Pape.

2. Traduire :—

(a.) Cependant, malgré la chaleur du jour, malgré l'humidité du soir, malgré l'absence des choses les plus nécessaires à la vie, l'empereur eût supporté avec patience toutes ces privations, si l'on n'avait pris à tâche de la traiter non seulement comme prisonnier dans l'île, mais encore comme prisonnier dans sa maison. On avait décidé, nous l'avons déjà dit, que, lorsque Napoléon monterait à cheval, un officier l'accompagnerait toujours : Napoléon avait pris le parti de ne plus sortir. Alors sa constance avait lassé ses geôliers, et on avait levé cette consigne, pourvu qu'il demeurât dans certaines limites; mais, dans ces limites, il était enfermé par un cercle de sentinelles. Un jour, une de ces sentinelles coucha l'empereur en joue, et le général Gourgaud lui arracha son fusil au moment où probablement elle allait faire feu. Cette enciente ne permettait guère, au reste, qu'une demi-lieue de course, et, comme l'empereur ne voulait pas la dépasser, pour s'épargner la compagnie de son gardien, il prolongeait sa promenade en descendant, par des chemins à peine frayés, dans des ravins profonds où il est incroyable qu'il ne se soit pas dix fois précipité.

(b.) Sur ces entrefaites, un nouveau gouverneur arriva et fut présenté par l'amiral à l'empereur : c'était un homme d'environ quarante-cinq ans, d'une taille commune, mince, maigre, sec, rouge de visage et de chevelure, marqueté de taches de rousseur, avec des yeux obliques, se fixant à la dérobée, ne regardant que rarement en face, et recouverts de sourcils d'un blond ardent, épais et fort proéminents. Il se nommait sir Hudson Lowe.

(c.) Je me tins prudemment sous ma tente jusqu'au moment où trois ronflements distincts m'assurèrent que nos gardiens étaient endormis. Le tapage de la fête s'éteignait sensiblement. Deux ou trois fusils retardataires troublaient seuls de temps en temps le silence de la nuit. Je rampai le long des arbres jusqu'à la tente de Mme Simons. La mère et la fille m'attendaient sur l'herbe humide...

"Parlez, monsieur, me dit Mme Simons; mais faites vite. Vous savez si nous avons besoin de repos."

Je répondis avec assurance : "Mesdames, ce que j'ai à vous dire vaut bien une heure de sommeil. Voulez-vous être libres dans trois jours ?"

—Mais, monsieur, nous le serons demain, ou l'Angleterre ne serait plus l'Angleterre ! Dimitri a dû avertir mon frère vers cinq heures ; mon frère a vu notre ministre à l'heure du dîner ; on a donné les ordres avant la nuit ; les gendarmes sont en route, quoi qu'en ait dit le Corfiote, et nous serons délivrés au matin pour notre déjeuner.

—Ne nous berçons pas d'illusions : le temps presse. Je suppose, à la rigueur, qu'on envoie quelques hommes à notre secours : Hadgi-Stavros les verra venir et il nous entraînera, par des chemins écartés, dans un autre repaire. Il sait le pays sur le bout du doigt ; tous les rochers sont ses complices, tous les buissons ses alliés, tous les ravins ses recéleurs. Le Parnès est avec lui contre nous : il est le Roi des montagnes !

—Bravo, monsieur ! Hadgi-Stavros est Dieu, et vous êtes ton prophète. Il serait touché d'entendre avec quelle admiration vous parlez de lui. J'avais déjà deviné que vous étiez de ses amis, à voir comme il vous frappait sur l'épaule et comme il vous parlait en confidence. N'est-ce pas lui qui vous a suggéré le plan d'évasion que vous venez nous proposer ?

- (d.) Sitôt entré, le premier moutardier salua d'un air galant, et se dirigea vers le haut perron, où le pape l'attendait pour lui remettre les insignes de son grade : la cuiller de bois jaune et l'habit de safran. La mule était au bas de l'escalier, toute harnachée et prête à partir pour la vigne. Quand il passa près d'elle, Tistet Védène eut un bon sourire et s'arrêta pour lui donner deux ou trois petites tapes amicales sur le dos en regardant du coin de l'œil si le pape le voyait. La position était bonne. La mule prit son élan. "Tiens ! attrape, bandit ! Voilà sept ans que je te le garde !" Et elle vous lui détacha un coup de sabot si terrible, si terrible, que de Pampelune même on en vit la fumée, un tourbillon de fumée blonde où voltigeait une plume d'ibis, tout ce qui restait de l'infortuné Tistet Védène.

Les coups de pied de mules ne sont pas aussi foudroyants d'ordinaire ; mais celle-ci était une mule papale ; et puis, pensez donc ! elle le lui gardait depuis sept ans. Il n'y a pas de plus bel exemple de rancune ecclésiastique.

3. Traduire en français :—

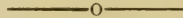
Napoleon, the greatest general of modern times, was born at Ajaccio on the 15th of August, 1769. At the age of ten he was sent to the military school at Brienne, where he remained more than five years. Then entering the French army, he was, in 1796, appointed general of the army of Italy, and soon succeeded in conquering that country. He used so well the opportunities which were offered him by the weakness of the Republic that in less than ten years he was elected Emperor. The ten years' struggle, in which he engaged with the purpose of subduing Europe, ended with the battle of Waterloo in 1815. Banished to St. Helena he died there on the 5th of May, 1821. Twenty years after his death his remains were brought back to France, and interred in the *Hôtel des Invalides*.

GERMAN. (Time, 3 hours.)

- A. "Das ist der?" rief Traumjörge. "Siehst du, der ist auch schon einmal bei mir gewesen ! Wenn er aber wiederkommt und ich erwische ihn, soll's ihm schlecht ergehen." Kaum hatte er dies noch gesagt, so sprang ein anderer Traumkobold unter dem Fische hervor. Der sah fast aus wie ein kleiner Hund, denn er hatte ein ganz zottiges Wämslein an und die Zunge steckte er auch heraus.
- "Der ist auch nicht viel besser," meinte der Traumkönig. "Er bellt wie ein Hund, und dahei hat er Kräfte wie ein Riese. Wenn dann die Leute im Traume Angst bekommen, hält er sie an Händen und Beinen fest, dass sie nicht fortkönnen."
- B. Der alte König aber konnte die ganze Nacht nicht schlafen, sondern hörte fortwährend ein leises Wimmern und Stöhnen vor seiner Thür. Als der Morgen graute, stand er auf und sah nach, was es wäre. Da standen die beiden Köpfe der Jägerknechte auf der Schwelle, und zwischen beiden lag ein Brief von Heino, in dem stand geschrieben, dass er nichts mehr weder von Vater, noch von Mutter wissen wolle, und dass er sich jedwede Nacht vor Blauaugleins Haus auf die Schwelle legen würde mit dem nackten Schwert auf dem Schooss. Wer du kame, ihr ein Leid zu thun, dem schlug er das Haupt ab, wie er es den beiden Jägerknechten gethan, und wenn's der König selbst wäre.
- C. So waren denn beide Bedingungen erfüllt, und da die Pringessen einen Glaser zum Mann bekam, und noch dazu einen mit Samtpatschen, so nahm er ihr Herz sehr in Acht, und es hielt bis an ihr seliges Ende.
- Die zweite Schwester aber, welche schon den Sprung hatte, wurde die Tante und zwar die allerbeste Tante der Welt. Dies versicherten nicht blos die Kinder, welche

der junge Edelmann und die Prinzessin bekamen, sondern auch alle anderen Leute. Die kleinen Prinzessinnen lehrte sie lesen, beten und Puppenkleider machen; den Prinzen aber sie die Sensuren. Wer eine gute Sensur hatte, wurde sehr gelobt und bekam etwas geschenkt; hatte aber einmal eine schlechte Sensur, dann gab sie ihm einen Katzenkopf und sprach: "Sage einmal, du sauberer Prinz, was du der eigentlich vorstellst? Was willst du später einmal werden? Heraus mit der Sprache! Nun, wird's bald?"

- D. 1. People say of one who sleeps very soundly that he sleeps the sleep of the righteous.
2. An old well-known proverb says: "Man does not live to eat, but eats to live." Another proverb says: "Speech is silver; silence is gold."
3. Do you believe that the German language is as difficult as the French? When I began to study German I thought it was not so difficult as French, but now I believe otherwise.
4. Alfred the Great divided the day into three parts; one part was devoted to business, the second to reading, praying and studying, and the third to eating, sleeping and pleasure.
5. A certain man, just before dying, called his sons to him, and told them there was a treasure lying hidden somewhere in his field. Believing they would find it, they began digging everywhere, but without finding the wished-for treasure. One of them, wiser than the others, finally guessed what his father had meant by having told them this. This son said that since digging the ground the crop had been much better, and that this was what his father had meant.



Senior Academic Grade.

ENGLISH LITERATURE. (Time, 3 hours).

A. PROSE—

[N. B.—Write on *any five* questions of Part (a), and on *any two* of Part (b).]

(a.) Fiction (*Ivanhoe*, *Henry Esmond*, *Silas Marner*).

1. "Novelty in society and adventure were the zest of life to Richard Cœur-de-Lion." How is this exemplified in the romance of *Ivanhoe*? Show that such a type of monarch suits Scott's taste and literary method, and comes in for treatment elsewhere by him.
2. "The most striking feature of Scott's romances is that, for the most part, they are pivoted on public rather than mere private interests or passions," this being true "even when—as in *Ivanhoe*—he is farthest from reality." Show how far this feature and the charge of unreality are applicable to this romance.
3. "Thackeray was saturated with the literature and the history of the Queen Anne Period." Exemplify this from *Henry Esmond*.
4. "Thackeray follows a curious form of confidential address, as if he were actually speaking directly to the reader." Reproduce from the work the manner and matter of some such confidential chats.
5. Sketch the New Year's party at the Red House as a picture of "the quaint provincial manners of agricultural England in the early years of the Nineteenth Century."
6. "A child, more than all other gifts
That earth can offer to declining man,
Brings hope with it, and forward-looking thoughts."

Show, in some detail, how fitly these verses are made to stand as the motto on the title page of *Silas Marner*.

7. Select a dramatic scene from each of the three works of fiction, and estimate the comparative power that is exhibited.

(b.) *Lectures (Sesame and Lilies).*

1. "When I feel inclined to read poetry I take down my Dictionary. The poetry of words is quite as beautiful as that of sentences." Reproduce Ruskin to a somewhat similar effect on the vivid force of words.
2. Summarise Ruskin's examination of the heroines of literature, and estimate therefrom his ability and fairness as a literary critic.
3. Reproduce, in Ruskin's manner, the autobiographical facts which he gives in his *Lecture on the Mystery of Life and its Arts*.

B. POETRY—

(a.) *The Prologue to the Canterbury Tales.*

1. "In *The Prologue* a great part of the new, vigorous society which had grown up since Edward I. is painted with astonishing vividness." Group the pilgrims so as to show the elements of society represented. State, and exemplify, the means by which the "astonishing vividness" is secured.
2. Write the following extracts in modern English, and indicate the context in each instance:—

- (a.) "Ful ofte tyme he hadde the bord bigounne
Aboven alle naciouns in Pruce."
- (b.) "His purchas was wel bettre than his rente."
- (c.) "By water he sente hem hoom to every lond."
- (d.) "But whoso coude in other thyng hym grope,
Thanne hadde he spent al his philosophye."
- (e.) "And we wol reuled been at his devys,
In heigh and lowe."

(b.) *Longer English Poems.*

[N.B.—Write on any three questions.]

1. "Milton was ever aspiring to become 'endued' with 'inward ripeness,' and resolved to write no more till 'the mellowing year' should have come." Show from *L'Allegro* and *Il Penseroso* what he felt would contribute to this "inward ripeness." What compelled him to intermit this resolve? Estimate the result.
2. "Gray projected a history of English poetry." Give evidence from *The Progress of Poesy* that he possessed the poetic insight necessary for such a task.
3. "In what is familiar and near at hand the ordinary poet discerns no form or comeliness: home is not poetical but prosaic." Show that this charge is inapplicable to Gray, Burns and Cowper. What mood and what point of view do they reflect respectively in their domestic portraiture?
4. Use the following extracts to exhibit some typical characteristics of the poetry of Keats:—

- (a.) "The sculptur'd dead on each side seem to freeze.
Emprison'd in black, purgatorial rails."
- (b.) "The music, yearning like a God in pain,
She scarcely heard."
- (c.) He found him in a little moonlight room,
Pale, latticed, chill, and silent as a tomb."
- (d.) And they are gone: ay, ages long ago
These lovers fled away into the storm."

C. HISTORY OF ENGLISH LITERATURE—

Stopford Brooke's English Literature.

1. "Chaucer passed through two imitative periods before arriving at full poetic independence." Explain. What circumstances in his career contributed to this result?
2. "There remained for poets the subject of nature and of man's relation to it." How did Wordsworth, Byron and Shelley deal with this subject respectively?
3. Name the author of each of the following works, and show that each is a natural outcome of conditions existing at the time of its production:—

The Vision concerning Piers Plowman, The Vox Clamantis, The Morte D'Arthur, Why come ye not to Court? The Apology for Poetrie, The Polyolbion, The Battle of the Books, Wat Tyler.

LATIN. (Time, 3 hours.)

[NOTE.—The translation from Latin should be into *idiomatic* English.]

A. (a.) Translate—

Ceterum animorum provinciæ prudens, simulque doctus per aliena experimenta, parum profici armis, si iniuriæ sequerentur, causas bellorum statuit excidere. A se suisque orsus, primum domum suam coercuit; quod plerisque haud minus arduum est, quam provinciam regere. Nihil per liberos servosque publicæ rei: non studiis privatis, nec ex commendatione aut precibus centurionum milites ascire, sed optimum quemque fidelissimum putare: omnia scire, non omnia exsequi: parvis peccatis veniam, magnis severitatem commodare: nec pœna semper, sed sæpius pœnitentia contentus esse: officiis et administrationibus potius non peccaturos præponere, quam damnare cum peccassent. Frumenti et tributorum auctionem æqualitate munerum mollire, circumcisis quæ in quæstum reperta ipso tributo gravius tolerabantur. Namque per ludibrium assidere clausis horreis, et emere ultro frumenta, ac vendere pretio cogeabantur.

1. "*circumcisis quæ . . . tolerabantur.*" Explain the construction.
2. What are the practices referred to in the last sentence of the extract?
3. Note "Tacitisms" throughout the extract, and show what the author gains by the employment of them.

(b.) Translate—

Accessere quidam cogitationum principis periti, qui, iturusne esset in provinciam, ultro Agricola interrogarent: ac primo occultius quietem et otium laudare, mox operam suam in approbanda excusatione offerre: postremo non iam obscuro, suadentes simul terrentesque, pertraxere ad Domitianum. Qui paratus simulatione, in arrogantiam compositus, et audiit preces excusantis, et, cum adnuisset, agi sibi gratias passus est: nec erubuit beneficii invidia. Salarium tamen, proconsulari solitum offerri, et quibusdam a se ipso concessum, Agricola non dedit: sive offensus non petitum sive ex conscientia, ne, quod vetuerat, videretur emisse. Proprium humani ingenii est, odisse quem læseris: Domitiani vero natura præceps in iram, et, quo obscurior, eo irrevocabilius, moderatione tamen prudentiaque Agricola leniebatur: quia non contumacia neque inani iactatione libertatis, famam fatumque provocabat. Sciant, quibus moris est, illicita mirari, posse etiam sub malis principibus magnos viros esse: obsequiumque ac modestiam, si industria ac vigor adsint, eo laudis excedere, quo plerique per abrupta, sed in nullum reipublicæ usum, ambitiosa morte inclaruerunt.

1. "*non contumacia neque inani iactatione libertatis famam fatumque provocabat.*" Who and what are hinted at?
2. Note, in the extract, a saying which has become famous.
3. Use the extract to illustrate "the insight of Tacitus into the motives of human conduct."

C. 1 "*Sciant, quibus moris . . . , si . . . adsint, eo laudis.*" [Extract A. (b).] Account for mood and cases used.

2. What words and forms occurring in Extract B. (a) would be inadmissible in standard Latin prose?

D. 1. Arrange for translation into Latin by subordinating the sentences of the following passages properly:—

With a few followers Adcantuannus attempted to make a sally. A warning shout was raised from that part of the fortification, and the soldiers rushed to arms. There ensued a sharp engagement, and Adcantuannus was driven back into the town. Notwithstanding this, he obtained from Crassus the privilege of surrendering on the same terms as the rest of the townsfolk.

3. Translate into Latin—

Tacitus tells his readers that the biography of his father-in-law, Agricola, has been for him a labour of dutiful affection, and that in writing it his object has been to honour and preserve the memory of one whom all would readily regard as a good and would fain believe to have been a great man. After a preliminary training in the military profession under Suetonius Paulinus in the island of Britain, Agricola had been invested in due course with the important offices of state, and had finally been put in charge of Britain, the scene of the opening of his career. But, although in this capacity he had shown himself an able commander and administrator, he was not to enjoy further preferment at the hands of Domitiam, but died not long after, cut off by poison (so ran the persistent rumour), while still in the full vigour of life.

GREEK. (Time, 3 hours.)

[NOTE.—The translation from Greek should be into *idiomatic English*.]

A. (a.) Translate—

Πολλοὶ δὲ καὶ ἄλλοι τὰ αὐτὰ τούτοις προελόμενοι συνέγραψαν, ὥς δὴ τινὰς ἑαυτῶν πλάνας τε καὶ ἀποδημίας θηρίων τε μεγέθη ἱστοροῦντες, καὶ ἀνθρώπων ὁμότητας καὶ βίων ἀνδιότητας. ἀρχηγὸς δὲ αὐτοῖς καὶ διδάσκαλος τῆς τοιαύτης βωμολοχίας ὁ τοῦ Ὀμήρου Ὀδυσσεύς, τοῖς περὶ τὸν Ἀλκίνοον διηγουμένους ἀνέμων τε δουλείαν καὶ μονοφθάλμους καὶ ὁμοφάγους καὶ ἀγρίους τινὰς ἀνθρώπους· ἔτι δὲ πολυκέφαλα ζῶα καὶ τὰς ὑπὸ φαρμάκων τῶν ἑταίρων μεταβολὰς· οἷα πολλὰ ἐκείνος πρὸς ἰδιώτας ἀνθρώπους ἑτεραπεύσατο τοὺς Φαίακας. τούτοις οὖν ἐντυχὼν ἅπασι τοῦ ψεύσασθαι μὲν οὐ σφόδρα τοὺς ἄνδρας ἐμεψάμην, ὁρῶν ἤδη σύνηθες ὃν τοῦτο καὶ τοῖς φιλοσοφεῖν ὑπισχνουμένοις· ἐκείνο δ' αὐτῶν ἐθαύμασα, εἰ ἐνόμισαν λήσειν οὐκ ἀληθῆ συγγράφοντες. διόπερ καὶ αὐτὸς ὑπὸ κενοδοξίας ἀπολιπεῖν τι σπονδάσας τοῖς μεθ' ἡμᾶς, ἵνα μὴ μόνος ἄμοιρος ᾖ τῆς ἐν τῇ μυθολογίᾳ ἐλευθερίας, ἐπεὶ μηδὲν ἀληθὲς ἱστορεῖν εἶχον, (οὐδὲν γὰρ ἐπεπόνθειν ἀξιόλογον) ἐπὶ τῷ ψεύδος ἑτραπέμην, πολλῶ τῶν ἄλλων εὐγνώμονεστερον. καὶ ἐν γὰρ δὴ τοῦτο ἀληθεύσω λέγων, ὅτι ψεύσομαι· οὕτω δ' ἂν μοι δοκῶ καὶ τὴν παρὰ τῶν ἄλλων κατηγορίαν ἐκφυγεῖν, αὐτὸς ὁμολογῶν μηδὲν ἀληθὲς λέγειν. γράφω τοίνυν περὶ ὧν μὴτ' εἶδον, μὴτε παρ' ἄλλων ἐπυθόμην· ἔτι δὲ μὴτε ὅλως ὄντων μὴτε τὴν ἀρχὴν γενέσθαι δυναμένων. διὸ δαί τοὺς ἐντυχάνοντας μηδαμῶς πιστεύειν αὐτοῖς.

1. "Πολλοὶ δὲ καὶ ἄλλοι." From what ancient writers did Lucian get suggestions for his *Vera Historia*? Name the more notable of his modern imitators.

2. "βωμολοχία." Give the derivation.

3. "καὶ ἐν γὰρ δὴ τοῦτο ἀληθεύσω λέγων." Discuss the use of καὶ.

4. "Lucian had acquired that polished Attic style that recalls the best period of the language." Show that this is not strictly true of the concluding part of the extract.

(b.) Translate—

Ἐλέγετο δὲ χαλεπαίνειν αὐτῷ ὁ Ῥαδάμανθους, καὶ ἡπειληκέναι πολλάκις ἐκβαλεῖν αὐτὸν ἐκ τῆς νήσου, ἣν φλναρῇ καὶ μὴ θέλῃ ἀφείς τὴν εἰρωνείαν εὐωχεῖσθαι. Πλάτων δὲ μόνος οὐ παρῆν, ἀλλ' ἐλέγετο καὶ αὐτὸς ἐν τῇ ὑπ' αὐτοῦ ἀναπλασθείσῃ πόλει οἰκεῖν, χρώμενος τῇ πολιτείᾳ καὶ τοῖς νόμοις, οἷς συνέγραψε. οἱ μέντοι ἀμφ' Ἀριστιππὸν τε καὶ Ἐπίκουρον τὰ πρῶτα παρ' αὐτοῖς ἐφέροντο, ἡδέως τε ὄντες καὶ κεχαρισμένοι καὶ συμποτικώτατοι. παρῆν δὲ καὶ Αἰσωπος ὁ Φρύξ. τοῦτ' ὅσα καὶ γελοιοποιῶ χρώνται. Διογένης μὲν γε ὁ Σινωπεὺς τοσοῦτον μετέβαλε τοῦ τρόπου, ὥστε γῆμαι Λαῖδα τὴν ἑταῖραν, ὀρχεῖσθαι τε ὑπὸ μέθης πολλάκις ἀνιστάμενον καὶ παροινεῖν. τῶν δὲ Στωϊκῶν οὐδεὶς παρῆν ἔτι γὰρ ἐλέγοντο ἀναβαίνειν τὸν τῆς ἀρετῆς ὄρθιον λόφον. ἡκούμεν δὲ καὶ περὶ Χρυσίππου, ὅτι οὐ πρότερον αὐτῷ ἐπιβῆναι τῆς νήσου θέμις πρὶν τὸ τέταρτον ἑαυτὸν ἐλλεβορίσῃ. τοὺς δὲ Ἀκαδημαϊκοὺς ἔλεγον ἐθέλειν μὲν ἐλθεῖν, ἐπέχειν δ' ἔτι καὶ διασκέπτεσθαι· μηδὲ γὰρ αὐτὸ τοῦτο πως καταλαμβάνειν, εἰ καὶ νήσος τις τοιαύτη ἐστίν· ἄλλως τε καὶ τὴν ἐπὶ τοῦ Ῥαδαμάνθους οἶμαι κρίσιν ἐδεοίκαν, ἅτε καὶ τὸ κριτήριον αὐτοὶ ἀνγρηκότες.

1. "τὴν εἰρωνείαν." Explain this term.
2. "πρὶν τὸ τέταρτον ἑαυτὸν ἐλλεβορίσῃ." What is meant?
3. "Κρίσιν . . . τὸ κριτήριον." Show the force of this play on words.
4. State the tenets of the various philosophical schools dealt with in the extract, and discuss the justice of the treatment.

B. (a.) Translate—

Ἐννήμαρ μὲν ἀνὰ στρατὸν ὄχετο κῆλα θεοῖο,
τῇ δεκάτῃ δ' ἀγορήνδε καλέσσατο λαὸν Ἀχιλλεύς.
τῷ γὰρ ἐπὶ φρεσὶ θῆκε θεὰ λευκώλενος Ἥρη·
κῆδετο γὰρ Δαναῶν, ὅτι ῥα θνήσκοντας ὄρατο.
οἱ δ' ἐπεὶ οὖν ἠγερθεν ὁμηγερέες τ' ἐγένοντο,
τοῖσι δ' ἀνιστάμενος μετέφη πόδας ὠκὺς Ἀχιλλεύς·
"Ἄτρεϊδῃ, νῦν ἄμμε πάλιν πλαγχθέντας οἶω
ἄψ ἀπονοστήσειν, εἰ κεν θάνατόν γε φύγοιμεν,
εἰ δὲ ὁμοῦ πόλεμός τε δαμῶ καὶ λοιμὸς Ἀχαιοὺς·
ἀλλ' ἄγε δὴ τίνα μάντιν ἐρείομεν ἢ ἱερῆα,
ἣ καὶ ὄνειροπόλον—καὶ γὰρ τ' ὄναρ ἐκ Διὸς ἐστίν—
ὅς κ' εἴποι ὅ τι τόσσον ἐχώσατο Φοῖβος Ἀπόλλων,
εἴτ' ἄρ' ὁ γ' εὐχολῆς ἐπιμέμφεται εἴθ' ἑκατόμβης,
αἶ κεν πῶς ἀρνῶν κνίσσης αἰγῶν τε τελείων
βούλεται ἀντιάσας ἡμῖν ἀπὸ λοιγὸν ἀμῦναι."

1. "ὄχετο κῆλα θεοῖο." Who is the God? Contrast the Homeric with the later conception of his function.
2. "ὄνειροπόλον." Show from the derivation the force of the metaphor.
3. Account for the genitives εὐχολῆς and κνίσσης.
4. "Βούλεται." Comment on the mood.

(Translate:

Τὸν δ' ἡμίβει' ἔπειτα βοῶπις πότνια Ἥρη
"αἰνότατε Κρονίδῃ, ποῖον τὸν μῦθον ἔειπες;
καὶ λίην σε πάρος γ' οὔτ' εἶρομαι οὔτε μεταλλῶ,
ἀλλὰ μάλ' εὐκηλος τὰ φράζεαι ἄσος ἐθέλῃσθα.
νῦν δ' αἰνῶς δεῖδοικα κατὰ φρένα μή σε παρείπῃ
ἀργυρόπεζα Θέτις θυγάτηρ ἁλίοιο γέροντος·
ἡερίη γὰρ σοὶ γε παρέζετο καὶ λάβε γούνων·
τῇ σ' οἶω κατανεῦσαι ἐτήτυμον ὥς Ἀχιλλῆα
τιμῆσσης, ὀλέσσης δὲ πολέας ἐπὶ νηυσὶν Ἀχαιῶν."

Τὴν δ' ἀπαμειβόμενος προσέφη νεφεληγερέτα Ζεὺς·
"δαιμονίη, αἰεὶ μὲν οὔτ' αἶ, οὐδέ σε λήθω
πρῆξαι δ' ἔμπης οὔτι δυνήσῃ, ἀλλ' ἀπὸ θυμοῖ
μᾶλλον ἐμοὶ ἔσῃαι τὸ δέ τοι καὶ ῥίγιον ἔσται."

εἰ δ' οὕτω τοῦτ' ἐστίν, ἐμοὶ μέλλει φίλον εἶναι
 ἀλλ' ἀκούσα κάθησο, ἐμῷ δ' ἐπιείθεο μύθῳ,
 μὴ νύ τοι οὐ χραίσμωσιν ὅσοι θεοὶ εἰς' ἐν Ὀλύμπῳ
 ἄσσον ἰόνθ', ὅτε κέν τοι ἀάπτους χείρας ἐφείω."

1. "δείδουκα." Account for the diphthong in the first syllable of this form.
2. Scan the last verse of Here's speech.
3. "τιμήσης." What form would Attic syntax require?
4. Discuss the extract as a typical example of Homeric humor.

- C. (a.) 1. Decline after Homer *μάντις* and *σύ*.
 2. Parse, giving principal parts, *ἐρείομεν* [Extract B. (a.)]; *λήθω*, *ἐπιείθεο*, *ἐφείω* [Extract B. (b.)].
- (b.) 1. Show how *wishes* are expressed in Greek.
 2. "In translating ordinary narrative into Greek abstract terms must be made concrete." Illustrate.

D. Write in Greek (accented)—

In the course of his travels Lucian met Homer and prevailed upon him to give a true account of himself and his works. The poet's statement of the facts was a complete refutation of the theories of the critics. For he declared that he was a Babylonian whose proper name was Tigranes, being called Homer only through his having been held as a hostage in Greece; and that everything attributed to him originally was his genuine work. And, as for his being blind, one had only to look at him to perceive that this too was not the case.

FRENCH. (Time, 3 hours.)

1. Traduire—

- (a.) Environ ce temps-là un Livonien nommé Paikel, officier dans les troupes saxonnes, fait prisonnier les armes à la main, venait d'être jugé à mort à Stockholm par arrêt du sénat; mais il n'avait été condamné qu'à perdre la tête. Cette différence de supplices dans le même cas faisait trop voir que Charles, en faisant périr Patkul d'une mort si cruelle, avait plus songé à se venger qu'à punir. Quoi qu'il en soit, Paikel, après sa condamnation, fit proposer au sénat de donner au roi le secret de faire de l'or, si on voulait lui pardonner: il fit faire l'expérience de son secret dans la prison, en présence du colonel Hamilton et des magistrats de la ville; et soit qu'il eût en effet découvert quelque art utile, soit qu'il n'eût que celui de tromper habilement, ce qui est beaucoup plus vraisemblable, on porta à la monnaie de Stockholm l'or qui se trouva dans le creuset à la fin de l'expérience, et on en fit au sénat un rapport si juridique, et qui perut si important, que la reine aïeule de Charles ordonna de suspendre l'exécution jusqu'à ce que le roi, informé de cette singularité, envoyât ses ordres à Stockholm.

- (b.) *Harpagon*. . . . Mais, Frosine, il y a encore une chose qui m'inquiète. La fille est jeune, comme tu vois, et les jeunes gens, d'ordinaire, n'aiment que leurs semblables, ne cherchent que leur compagnie; j'ai peur qu'un homme de mon âge ne soit pas de son goût, et que cela ne vienne à produire chez moi certains petits désordres qui ne m'accommoderaient pas.

Frosine. Ah! que vous la connaissez mal! C'est encore une particularité que j'avais à vous dire. Elle a une aversion épouvantable pour tous les jeunes gens, et n'a de l'amour que pour les vieillards.

Har. Elle?

Fro. Oui, elle. Je voudrais que vous l'eussiez enten due parler là-dessus. Elle ne peut souffrir du tout la vue d'un jeune homme; mais elle n'est point plus ravie, dit-elle, que lorsqu'elle peut voir un beau vieillard avec une barbe majestueuse. Les plus vieux sont pour elle les plus charmants; et je vous avertis de n'aller pas

vous faire plus jeune que vous êtes. Elle veut tout au moins qu'on soit sexagénaire ; et il n'y a pas quatre mois encore qu'étant prête d'être mariée, elle rompit tout net le mariage, sur ce que son amant fit voir qu'il n'avait que cinquante-six ans, et qu'il ne prit point de lunettes pour signer le contrat.

Har. Sur cela seulement ?

Fro. Oui. Elle dit que ce n'est pas contentement pour elle que cinquante-six ans ; et surtout elle est pour les nez qui portent des lunettes.

Har. Certes, tu me dis là une chose toute nouvelle.

Fro. Cela va plus loin qu'on ne vous peut dire. On lui voit dans sa chambre quelques tableaux et quelques estampes ; mais que pensez-vous que ce soit ? Des Adonis, des Céphales, des Pâris et des Apollons ? Non : de beaux portraits de Saturne, du roi Priam, du vieux Nestor, et du bon père Anchise sur les épaules de son fils.

Har. Cela est admirable. Voilà ce que je n'aurais jamais pensé, et je suis bien aise d'apprendre qu'elle est de cette humeur. En effet, si j'avais été femme, je n'aurais point aimé les jeunes hommes.

Fro. Je le crois bien. Voilà de belles drogues que des jeunes gens pour les aimer ! ce sont de beaux morveux, de beaux godelureaux, pour donner envie de leur peau ! et je voudrais bien savoir quel ragoût il y a à eux !

- (c.) L'OBSCURITÉ était complète. C'était le moment sépulcral qui suit minuit. Un plafond de nuages cachait les étoiles. Le ciel n'était qu'une épaisseur sinistre. Les maisons de la Cité n'avaient plus une seule lumière ; personne ne passait ; tout ce qu'on apercevait des rues et des quais était désert ; Notre-Dame et les tours du Palais de Justice semblaient des linéaments de la nuit. Un réverbère rougissait la margelle du quai. Les silhouettes des ponts se déformaient dans la brume les unes derrière les autres. Les pluies avaient grossi la rivière.

L'endroit où Javert s'était accoudé était précisément situé au-dessus du rapide de la Seine à pic sur cette redoutable spirale de tourbillons qui se dénoue et se renoue comme une vis sans fin.

Javert pencha la tête et regarda. Tout était noir. On ne distinguait rien. On entendait un bruit d'écume ; mais on ne voyait pas la rivière. Par instants, dans cette profondeur vertigineuse, une lueur apparaissait et serpentait vaguement, l'eau ayant cette puissance, dans la nuit la plus complète, de prendre la lumière on ne sait où et de la changer en couleuvre. La lueur s'évanouissait, et tout redevenait indistinct. L'immensité semblait ouverte là. Ce qu'on avait au-dessous de soi, ce n'était pas de l'eau, c'était du gouffre. Le mur du quai, abrupt, confus, mêlé à la vapeur, tout de suite dérobé, faisait l'effet d'un escarpement de l'infini. On ne voyait rien, mais on sentait la froideur hostile de l'eau et l'odeur fade des pierres mouillées. Un souffle farouche montait de cet abîme. Le grossissement du fleuve plutôt deviné qu'aperçu, la tragique chuchotement du flot, l'énormité lugubre des arches du pont, la chute imaginable dans ce vide sombre, toute cette ombre était pleine d'horreur.

2. Raconter en français l'incident du petit Savoyard tel que dans *Les Misérables*, ses conséquences sur la destinée de Jean Valjean.

3. Traduire en français :—

Having often travelled in France, and having resided (*séjourner*) there several years, I am perhaps able to give you a just idea of that country and its inhabitants. I know that many English who have passed from Dover to Calais, who have perhaps penetrated a few miles into the country, or who have at the furthest gone (*couru*) to Paris, allow themselves to form most singular opinions (*judgment*) of the French nation. As soon as they have landed they begin to be discontented with (*de*) everything they find different from what they have known (*voir*) in England. But how could it be otherwise? They have grown up with certain prejudices against their neighbours—these prejudices have strengthened with their years, and, at last, it is impossible to efface them entirely. This weakness, common to many an Englishman, has not escaped my notice (*me*) and has sometimes been carried so far as to render some of my countrymen ridiculous.

EDUCATION. (Time, 3 hours.)

A. The British Columbia School System :—

1. How is the cost of Education met in incorporated towns and cities? How in rural districts? What changes in the mode of supporting the schools will be effected by the 1905 amendments of the Public Schools Act?
2. Who are eligible to act as School Trustees? To vote at Trustee Elections? What is the general scope of the powers and duties of Trustees in cities? In rural districts?
3. Outline the work of each of the three grades of the Common School Course of Study.

B. General questions in Education :—

1. What do you consider is the proper aim or function of the Common School? Does the State owe every child an Education? Why?
2. Which is the higher type of school, the ungraded rural school or the graded city school? Discuss this question quite fully from the point of view of the pupil's interests.
3. Should any of the following studies be included in the Common School Course of Study :—*English Grammar, British History, Algebra, Geometry, Chemistry, Latin, French*? Consider these subjects separately and with a view to the best education respectively of pupils who are, and pupils who are not, intending to take a High School training.
4. "In no other study of the public schools is the course of instruction so varied, so disconnected and so illogical as that of geography." Give your opinion as to the justice of this criticism, and incidentally your views as to the aim and method of geography-teaching in the common schools.
5. What is the modern doctrine as to the existence of separate "faculties" of the mind—*memory, reason, observation*, etc., which can be cultivated and developed for general use by the study of special subjects? And how is the validity of the claim of such subjects to a place in the Course of Study affected thereby?
6. Give a comprehensive definition of Education not inconsistent with your answers to the preceding questions.

VICTORIA, B. C.

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